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ABSTRACT

The field-tested packet has been designed to adapt the rural high school career development and life planning curriculum to the Northeast region of the United States. Selected pages and simulation activities from Units I-IV of the curriculum have been rewritten to reflect the area; the majority of the examples are from Vermont and New Hampshire. Other field-tested adaptation packets are available for the Appalachian South, Southwest, and Northwest rural regions of the country. (SB)

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OPTIONS

A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

NORTHEAST VERSION

Dartmouth College
Hanover, New Hampshire

Adaptation Packet

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RC 012597

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UNIT I: UNDERSTANDING PEOPLE IN OUR AREA

Introduction

Who am I? What does it mean to be an adult in this area of the country? What kinds of problems do people here have, and how might they affect me? These are the questions addressed by the first unit of OPTIONS. As in most "values-oriented" curriculums, we begin by asking students to explore themselves as individuals. But we move quickly from the general "Who am I?" to the more specific "What does it mean to be an adult?" to the more focused "What does it mean to be an adult in my area?" The purpose of the initial values exercise is to set the stage for student investigation of certain problems young people today face: complex interpersonal relationships, sex stereotyping and discrimination, and the possibility of being a single head of household. These particular problems have been carefully chosen from the many issues that confront people because they are the most common and pressing concerns of men and women today.

Though we doubt that anyone needs evidence of the importance of these problems, perhaps some statistics will make these issues seem more relevant. In northern New England (Vermont, New Hampshire, and Maine), one out of seven families is headed by only one person. Often, that person receives no external support from the former spouse. Of these one-parent families, four out of five are headed by women.* These statistics are not comforting, but they are the reality of life for many men and women, and must be confronted by young people about to enter the adult world.

Problems are presented in the first ten days of the unit; an offshoot of examining these problems is recognizing the heavy demands placed on many men and women today, particularly those who are single heads of household. An individualized Learning Activity Package (LAP) was developed for the last three days of the unit to address the specific problem of organizing and managing time.

As all teachers know, telling students about problems they will someday face is the least effective way of motivating them to prepare to cope. Therefore, this unit guides the students toward "discovery" of problems faced by people in their area. As each set of problems is uncovered, the students relate them to their own lives. Through this method, we hope to create in the students a desire to learn skills and planning strategies to resolve some of these problems.

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*Current Population Reports, series P-60, no. 110, issued March 1978. Survey done 1975.

WHAT IS YOUR LOCAL AREA?

The following questions can serve as a method for acquainting students with their local area or town. It is hoped that this somewhat historical focus will indicate how the area has changed and how patterns of work and home life have also changed. Students could do some individual research on selected questions and report back to the class at a later date. Or, perhaps a speaker well versed in local history could talk with the students. It is important that the focus not be on the students learning history but rather on their becoming aware of their locale and the similarities and differences between past and present that affect their lives.

What Is Your Local Area? How Has It Changed?

1. How has your town's population changed from its beginning to today? What are the trends? Can you account for increases, decreases, or certain population levels?

2. Make lists of the ten major occupations in 1800, 1900, and 1975. How are these different? How can you account for the changes?

3. Where did people work in 1800, 1900, and 1975?

4. What schools did the town have during these years? Where were they located? What was the school population? What was a school day like? How were teachers selected? Who went to school?

5. Who were the important families in 1800, 1900, and 1975?

6. In the different periods of your area's history, how many women worked outside the home? What did they do?

7. What were the patterns of family life? What was a typical day like? What was a typical year like for a family in the 1800's, the 1900's, and now?

8. Where were the population centers of town? Have they changed? Why?

9. What industries have there been? What factories, stores, taverns, and hotels? What professions have there been? What service trades?

10. What were marriages like? At what ages did people marry? How large were families? What have been the roles and jobs of family members?

11. What has been the area's income? How did people spend their money? What were the typical family expenses?

12. What are the geographical boundaries of your town? What were (are) the villages? What are the major roads? How have the boundaries been defined? Have transportation systems affected the boundaries?

13. What have been your town's transportation systems? Roads, turnpikes, railroads, ferries, toll bridges, canals? What kinds of goods have been transported?

14. What have been the prominent disasters in your town? Fires, floods, storms, hurricanes, sicknesses? What impact have they had?

RESOURCE LIST: YOUR LOCAL AREA

1. Local historical society
2. Local chamber of commerce
3. Town hall, town clerk
4. Grandparents
5. Parents
6. State Office of Employment Security
7. Census data -- town hall
8. Town manager
9. Planning boards -- elected officials
10. Conservation commissions
11. Road agent
12. Local museum
13. Town library
14. Holder of Boston Post Cane
15. Social studies teacher
16. Guidance counselor
17. Grade school teachers--local history
18. Foxfire group
19. Local published history
20. Old newspapers
21. Former telephone operators
22. Undertakers, auctioneers
23. Children's books--e.g., by Laura Ingalls Wilder, Louisa May Alcott, etc.

WOMEN IN MY AREA ARE PEOPLE WHO...

	Extremely	Moderately	Slightly	Not at all
1. are close to their families				
2. know their neighbors well				
3. assume men make the decisions that are important				
4. are physically fit				
5. stay close to home and this area				
6. believe in women's rights				
7. mistrust out-of-staters				
8. enjoy homemaking activities				
9. give up easily				
10. value education				
11. are bored with their lives				
12. like outdoor activities				
13. value a close relationship with someone of the same sex				
14. read only magazines and newspapers				
15. attend few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depend on others for emotional support				
18. know only what happens within their families and town/community				
19. would like to be involved in community activities				
20. are content with their lives				
21. are ambitious				
22. keep their personal lives to themselves				
23. are afraid of change				
24. need security				
25. would enjoy working full time				
26. are confident				
27. enjoy TV more than reading				
28. enjoy crowds				
29. are good at managing money				
30. drink and/or use drugs				
31. feel leisure activities are important				
32. value a good relationship with a member of the opposite sex				
33. feel the need to be like their friends				
34. think a wife should do as her husband wishes, even if she disagrees with it				
35. are easily depressed				
36. are happy				
37. would be willing to share housework if both partners worked outside the home				
38.				
39.				

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MEN IN MY AREA ARE PEOPLE WHO...

	Extremely	Moderately	Slightly	Not at all
1. are close to their families				
2. know their neighbors well				
3. assume men make the decisions that are important				
4. are physically fit				
5. stay close to home and this area				
6. believe in women's rights				
7. mistrust out-of-staters				
8. enjoy homemaking activities				
9. give up easily				
10. value education				
11. are bored with their lives				
12. like outdoor activities				
13. value a close relationship with someone of the same sex				
14. read only magazines and newspapers				
15. attend few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depend on others for emotional support				
18. know only what happens within their families and town/community				
19. would like to be involved in community activities				
20. are content with their lives				
21. are ambitious				
22. keep their personal lives to themselves				
23. are afraid of change				
24. need security				
25. would enjoy working full time				
26. are confident				
27. enjoy TV more than reading				
28. enjoy crowds				
29. are good at managing money				
30. drink and/or use drugs				
31. feel leisure activities are important				
32. value a good relationship with a member of the opposite sex				
33. feel the need to be like their friends				
34. think a wife should do as her husband wishes, even if she disagrees with it				
35. are easily depressed				
36. are happy				
37. would be willing to share housework if both partners worked outside the home				
38.				
39.				

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I AM SOMEONE WHO...

	Extremely	Moderately	Slightly	Not at all
1. is close to my family				
2. knows my neighbors well				
3. assumes men make the decisions that are important				
4. is physically fit				
5. stays close to home and this area				
6. believes in women's rights				
7. mistrusts out-of-staters				
8. enjoys homemaking activities				
9. gives up easily				
10. values education				
11. is bored with my life				
12. likes outdoor activities				
13. values a close relationship with someone of the same sex				
14. reads only magazines and newspapers				
15. attends few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depends on others for emotional support				
18. knows only what happens within my family and my town/community				
19. would like to be involved in community activities				
20. is content with my life as it is				
21. is ambitious				
22. keeps my personal life to myself				
23. is afraid of change				
24. needs security				
25. would enjoy working full time				
26. is confident				
27. enjoys TV more than reading				
28. enjoys crowds				
29. is good at managing money				
30. drinks and/or uses drugs				
31. feels leisure activities are important				
32. values a good relationship with a member of the opposite sex				
33. feels the need to be like my friends				
34. thinks a wife should do as her husband wishes, even if she disagrees with it				
35. is easily depressed				
36. is happy				
37. would be willing to share housework if both partners worked outside the home				
38.				
39.				

I WOULD LIKE TO BE SOMEONE WHO...

	Extremely	Moderately	Slightly	Not at all
1. is close to my family				
2. knows my neighbors well				
3. assumes men make the decisions that are important				
4. is physically fit				
5. stays close to home and this area				
6. believes in women's rights				
7. mistrusts out-of-staters				
8. enjoys homemaking activities				
9. gives up easily				
10. values education				
11. is bored with my life				
12. likes outdoor activities				
13. values a close relationship with someone of the same sex				
14. reads only magazines and newspapers				
15. attends few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depends on others for emotional support				
18. knows only what happens within my family and my town/community				
19. would like to be involved in community activities				
20. is content with my life as it is				
21. is ambitious				
22. keeps my personal life to myself				
23. is afraid of change				
24. needs security				
25. would enjoy working full time				
26. is confident				
27. enjoys TV more than reading				
28. enjoys crowds				
29. is good at managing money				
30. drinks and/or uses drugs				
31. feels leisure activities are important				
32. values a good relationship with a member of the opposite sex				
33. feels the need to be like my friends				
34. thinks a wife should do as her husband wishes, even if she disagrees with it				
35. is easily depressed				
36. is happy				
37. would be willing to share housework if both partners worked outside the home				
38.				
39.				

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TALLY SHEET # 2	I AM SOMEONE WHO... (SAS # 3)	I WOULD LIKE TO BE SOMEONE WHO... (SAS # 4)
1. is close to my family		
2. knows my neighbors well		
3. assumes men make the decisions that are important		
4. is physically fit		
5. stays close to home and this area		
6. believes in women's rights		
7. mistrusts out-of-staters		
8. enjoys homemaking activities		
9. gives up easily		
10. values education		
11. is bored with my life		
12. likes outdoor activities		
13. values a close relationship with someone of the same sex		
14. reads only magazines and newspapers		
15. attends few cultural events (concerts, art exhibits, etc.)		
16. would like to work part time		
17. depends on others for emotional support		
18. knows only what happens within my family and my town/community		
19. would like to be involved in community activities		
20. is content with my life as it is		
21. is ambitious		
22. keeps my personal life to myself		
23. is afraid of change		
24. needs security		
25. would enjoy working full time		
26. is confident		
27. enjoys TV more than reading		
28. enjoys crowds		
29. is good at managing money		
30. drinks and/or uses drugs		
31. feels leisure activities are important		
32. values a good relationship with a member of the opposite sex		
33. feels the need to be like my friends		
34. thinks a wife should do as her husband wishes, even if she disagrees with it		
35. is easily depressed		
36. is happy		
37. would be willing to share housework if both partners worked outside the home		
38.		
39.		

TALLY SHEET # 1	WOMEN IN MY AREA ARE PEOPLE WHO... (SAS # 1)	MEN IN MY AREA ARE PEOPLE WHO... (SAS # 2)
1. are close to their families		
2. know their neighbors well		
3. assume men make the decisions that are important		
4. are physically fit		
5. stay close to home and this area		
6. believe in women's rights		
7. mistrust out-of-staters		
8. enjoy homemaking activities		
9. give up easily		
10. value education		
11. are bored with their lives		
12. like outdoor activities		
13. value a close relationship with someone of the same sex		
14. read only magazines and newspapers		
15. attend few cultural events (concerts, art exhibits, etc.)		
16. would like to work part time		
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30. drink and/or use drugs		
31. feel leisure activities are important		
32. value a good relationship with a member of the opposite sex		
33. feel the need to be like their friends		
34. think a wife should do as her husband wishes, even if she disagrees with it		
35. are easily depressed		
36. are happy		
37. would be willing to share housework if both partners worked outside the home		
38.		
39.		

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KATHY

Life Roles

My name is Kathy. I'm 27 years old and I live in the town of Strafford, Vermont. I was raised in Sharon, Vermont and went to high school there. I graduated from high school and stayed at home with my parents to take care of them. They were both elderly and in very poor health. I lived with my parents for about five years. They were both sick. My father had emphysema and couldn't do much of anything. He couldn't breathe and he finally died of a heart attack and emphysema

daughter

combined when I was twenty. My mother had Parkinson's disease. She was almost helpless and she was also legally blind. We lived together in a small trailer. When I was 22, I became pregnant, and just before

mother

my baby was born, my mother had a bad fall that started her disease to be very active, and she had to go into a nursing home right after my son was born. I had to decide whether I could take care of both of them at the same time, and I decided I couldn't and that my baby needed me more. It's pretty scary when you have never been used to small babies to have one and to have the sole responsibility for it. I went on welfare and at the same time took a part-time job to help support us so I could look after Bobby. My part-time job was working as a short-order cook at an auction, and I didn't really like it very much. It was very hot in the summer, extremely cold in the winter, and pretty dirty -- it's pretty hard to get that kind of grease out of your clothes.

It's not easy being a single parent and trying to hold down even a part-time job. I wasn't making very much money. Most of it was going to the babysitter who was taking care of my son while I worked. And it's not easy anyway whether you work or not. There's no one to share the responsibility with you. You're the one who has to get up in the night when the child is sick. You're the one who has to see to it that he eats properly, has clean clothes, gets his shots on time, has

KATHY (cont.)

Life Roles

other children to play with. But it's not as bad as it sounds. There's a lot of fun to it.

Because my brothers and sisters were so much older than myself, I was sort of an only child and I relied on my friends for companionship. I have a best friend named Denise. We like to do pretty much the same things. We have the same taste in jokes. She's like a sister to me.

I had a relationship with a man awhile ago. His name was John and he was very nice. We had a lot of fun for quite awhile, enjoying each other's company. But we really couldn't agree on a lot of life's fundamental issues and we argued too much. We couldn't see eye to eye on anything so we finally broke up.

I continued to work part time for a couple of years but it wasn't easy to make ends meet and I was plain sick of being broke all the time--never having enough money to buy a book or a record if I wanted one. And my trailer needed to be completely rewired electrically before it was safe to live in and I simply couldn't afford it so I decided to get a full-time job. I like the job I am working on now. I am doing a lot of different things--some writing, some reading. I'm doing a lot of training so that when this job is ended I can get a higher paying job, maybe even in a library. And I especially like working with books so that's why I think I would like to work in a library later on. I love to read. It's about the most fun there is. You can go far, far away but still be right home.

Being a single parent and working full time isn't as hard as it sounds. I've got myself pretty well organized now and Bobby goes to a day care center which he loves and it's doing him a lot of good. He's learning a lot and his behavior is improving every day. I had to stop being a perfectionist around the house but I can see that I'm a lot happier now that I'm working.

LYNN

Life Roles

My name is Lynn. I am 20 years old. I've been married for 2 years and have a year-old son named Jesse. I was raised in Ohio for 16 years. I quit school at the age of 16 because I got into some trouble back home. I got busted for pot and my parents decided that I shouldn't live at home because I'd be a bad influence on my younger brothers and sisters. So I decided to move up to New Hampshire and live with some friends of mine and to start over again. I came up here and wanted to finish school. So I took the GED high school classes at night, and by a not-received phone call message, I didn't have a chance to take the test. I was given the message 2 days later. I got a waitressing job working nights.

Then I met Andy, the guy I ended up marrying. Andy and I lived together for about a year before we decided to get married. Things were working out really great when I lived with him. He got me a job working at his father's store. We were making lots of money and saving and having a good time together and since we got along so well, we decided to get married. That's when the trouble started. The day after we got married, we fought all day long, and it has been continuous ever since. I thought our marriage would probably get a little better by getting pregnant. So I got pregnant. Then we decided to move in with these people in a big house out in the country. We lived with 8 to 10 other people and we had a good time together. We had a small communal farm going and things were working out pretty well. Then, slowly but surely everybody started moving out because they had their own adventures, either traveling or something. So we were left all alone in this big house out in the country. It came time to have Jesse and we were getting snowed in all the time and it would take us hours to shovel out. So we moved in with these friends of ours who lived closer

LYNN (cont.)

Life Roles

to town until the baby was born.

Then Jesse was born. It was really rough. Andy was out of a job and out of a car because it blew up on the way to the hospital--it caught on fire. And so life was really down in the dumps for us. Not having any money and being trapped in this small three-room house really gave us hard feelings. We never got to see any other people, we were just trapped, and come springtime, Andy got his job back at the store and started being very greedy toward himself. He went out and bought himself a new motorcycle, which didn't do us any good because Jesse and I still didn't have any transportation. I really got sick of him staying out all night so I decided to kick him out and give it a try on my own.

Being alone with Jesse was really scary at first. I would leave him with my neighbors who weren't very reliable. The only babysitter I could get was 12 years old, but she was very good with kids. I would have to hitch into town and talk to welfare twice a week until I got everything straightened out. Then Andy turns around and fixes up his car and gives it to me. Being a single parent is kind of rough. Jesse had a tendency to get sick everytime he cut a tooth. So I was always having to find a ride for him to the doctor and I was getting tired of having to depend on neighbors and things. Being a mother has a lot of responsibilities. You have to make sure the child has everything he needs, and I tried to let Jesse have everything he ever wanted. Having Jesse around really gives me a sense of responsibility and accomplishment. I know I am responsible for his behavior and his attitudes when he grows up in life, and his development of his personality now which is very crucial in his first year of life.

After a while of being on welfare, I decided I ought to get a job.

LYNN (cont.)

Life Roles

I decided to move in with this friend of mine, Jeff. He used to live with us on the farm. And so he and I lived out there again and things weren't working out too great because it was so far out in the woods and was really hard to get help if you really needed it. So I moved into town with a friend of mine who is now my permanent babysitter and I did some job searching and got myself a job.

Working, I am getting a lot of training for my goal which I want to reach, which is to be a secretary. I am also taking some courses and getting on-the-job training which is working out really well. My job has really given me a sense of responsibility -- something to get up for in the morning and have something to do, and it has given me something to show for my time. It makes me feel as if I am a better person. It also gives me money and makes me financially independent from Andy, which is a really good feeling. It doesn't have too good of an effect on Jesse, because now I hardly ever see him, only at nights for an hour or two and on weekends, but he'll have to manage until I get myself settled. I'm finding it difficult working and trying to raise my son properly. It seems as if I don't have enough time to do half the things I want to do. But sooner or later I will get myself organized to where I will be able to get everything I want done accomplished.

After I started working, Andy's and my relationship started getting along a little better. He realized that I could make it without him if I had to. About just a few weeks ago, when I flew home for Christmas vacation, Andy had time to stop and think of what he wanted out of life and decided that he wanted Jesse and I back. So he called me and 3 hours later, I was on a plane home back to New Hampshire, the old softy that I am. So we are trying to work things out. We've done a lot of talking

LYNN (cont.)

Life Roles

about our past and we have both changed from one extreme to another. He now has a business of his own and is financially stable and I have a job which I will keep. Andy and I are having a few problems about whether or not I should work. He feels that I should stay at home and take care of the baby and have meals ready, and be there whenever he needs me. But I feel that I want to keep my job just in case something shouldn't work out with our marriage and I will never get myself in the same bind that I got myself into before.

DONNA

Life Roles

I was born and raised in a small Vermont town. I graduated from high school in 1956 and went to Castleton State College that fall. I wanted to be a music teacher but knew that jobs in that field were hard to get. I had sense enough to take some courses in another field as well, so if I couldn't get a job teaching music, I could make a living doing something else, like working as a secretary.

I met my husband, Stan, on Christmas break during my junior year. Stan was older, already in business for himself, and he swept me off my feet. We were married in the summer of 1959. I had planned to finish college the next year, but decided to start my family and had twin daughters instead. Two years later, our son was born, so my hands were full, and there seemed to be no time for school.

Stan's business, a clothing store, was a success right from the start. There was always enough money, so I had no need to go to work. I was a full-time wife and mother. Believe me, that's a lot of work all by itself! I wouldn't have missed my kids' baby years for anything. I took pleasure in keeping our home clean and neat, and in cooking good food for my family. I guess that's the secret right there. When I was growing up, I hated housework, but it made a big difference when it was my house and my family that I was doing it for.

After my son started school, I began to feel a little at loose ends. I became active in the PTA and in 4-H, and did some volunteer work at the hospital and in the church. I took over some of Stan's civic duties, too, such as selling tickets for fund-raising events. And I kept up my interest in music: I sang in the church choir and helped to organize band concerts in the summertime.

DONNA (cont.)

Life Roles

As the kids got older, they relied on me to drive them around to various activities. I was still busy, and as Stan got increasingly involved with town politics our social life became really important. We entertained quite a lot, and I think I was a real help in getting Stan elected to the school board.

I don't mean to make our lives seem to be all peaches and cream. We've had our share of problems. For example, there were times when Stan was so busy the kids and I never saw him, and that created problems in our marriage. We also had the usual hurts when friends and family members were ill or had hard times. Our son was seriously hurt in an accident a few years ago, and we thought we might lose him. We've had the kind of troubles every family has. But we've been a happy family, and we've always been able to talk with each other and work out our problems.

When I realized that I'd be 40 in another few months, I talked to my husband and all three of our children about a problem I was having. The twins will be going to college in the fall, and Jason has his own boy's life to lead. Stan's got the store. But I was feeling as though there wasn't much for me to do. Oh, I like doing volunteer work, but it isn't enough any more. And I don't want to be one of those women who suffer from the "empty nest syndrome" when their children grow up.

As a matter of fact, it was the children who came up with a solution. They said I should go back to school. So I'm going to. It won't take long to get the credits I still need for a degree. I'd still like to teach music. Our high school hasn't had a full-time music teacher for several years and the school board has practically guaranteed me the job.

DONNA (cont.)

After all, I've had some experience--I taught each of my kids to play an instrument. And I'd be filling a real need.

There's another aspect of my new career I'd like to mention. It's a feeling of security, for both Stan and myself. We know that if anything happens to Stan, or if we decide to sell the store and retire early, there's another source of income. It's almost like insurance. I can take care of myself and my loved ones, if need be. That's a good thing to know.

BETTY

Life Roles

I was born and brought up in a small rural New England town. I went to grammar school, high school, and I graduated in 1951. I came from a very large family and I had a brother that was a lot younger than I was, and my mother worked, so I stayed home and took care of my little brother for a little bit of money and my room and board. And in February 1952, I married my high school sweetheart. After I got married, I didn't want to work. I just enjoyed being a housewife and mother and my first child, a little girl, was born a year after we were married. And then after that, there was three more, about a year apart, and I now have one boy and three girls.

I could have worked, we could have used the extra money, but I wanted to have children and I felt that I wanted to stay home and take care of my children myself and that we could manage, and we did. It was hard, you know, mending clothes to make ends meet and digging up cheap meals, but this is what I wanted to do, to take care of my own children. I didn't want someone else raising my children. Although I didn't have a full-paying job, I did a lot of volunteer work with my church and I was a 4-H leader and a den mother, and also when my last child was in first grade, I became more involved in the volunteer work. And I eventually helped organize a nonprofit organization, a thrift store, and a resource center, and was very active in that.

Due to trouble in my marriage, I left the area for a few months. Then I went back to the thrift store as a volunteer. Thinking back now, I can see what the problems were in our marriage. I had devoted my whole life to being a wife and mother. My whole life was centered around my children. And as they started growing up, I had a lot of time on my hands, and also, all we talked about, I think for years, was children and what they did in school and how they were doing, and money problems,

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BETTY (cont.)

Life Roles

and as the children started leaving home, we just didn't have anything to talk about anymore. Our common interests had left. And we just found ourselves drifting farther and farther apart. People change and their needs change and we were arguing and fighting, and that was why I left home for awhile.

I was also very frustrated because I didn't have any skills. I wish that I had waited awhile before I got married and gone to work and learned some skills--typing, shorthand, anything that I could have fallen back on. I finally decided that I had to get out of the house. I had to do something to keep me busy. I went down to Grant's department store and applied for a job. The only available job at the time was as a marker out back, and it wasn't a very challenging job because all you did was stand at a marker and mark clothes all day. But I stayed. It was a job and it did keep me busy and I stayed until Grant's closed due to bankruptcy.

I went back to my volunteer work and I spent more time with my grandchildren. I have two little grandsons. One is a year old and the other is 4. I really enjoy them, but sometimes I feel they aren't disciplined enough. And I hate to discipline them myself because when they come to Grammie's house, I like to spoil them. After another few months of volunteering and playing grandma, I found myself getting bored again, and I was looking for another job. I have set up a professional goal. I've always been involved in social service work and I like it and this is what I want to do. And I am taking some courses to help me reach that goal. And since I have been working, my husband and I seem to be getting along a little bit better. We are both trying a lot harder now. And I have something interesting to go home and talk about now. And I think he has noticed my new self-awareness and my self-confidence, and he knows

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BETTY (cont.)

Life Roles

that it has been good for me. And we talk about it. I don't really know at this time how my marriage is going to work out. We are both very definitely working harder at it. But I do know that I have a lot more self-confidence and a new self-awareness and if we should decide to get divorced, then I feel that I will be more able to make it on my own.

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PLAYING LIFE ROLES

Roles: housewife
husband

Situation:

Housewife decides that she wants to go to work. She feels that it would be personally fulfilling as well as welcome added income. Her husband, however, finds the idea insulting. He wants to be the breadwinner of the family and has always thought that a woman's place is in the home.

PLAYING LIFE ROLES

Roles: sister (age 14)
brother
mother
father

Situation:

Daughter has been asked to the senior class dance by an older boy she has had a crush on for a long time. She knows she will have trouble persuading her parents to let her go so she has talked her older brother into backing her up. The scene is the final discussion among the four family members.

WHO RUNS THE HOUSEHOLD?

Below is a list of some of the duties involved in running a household. There are many more, but this list should give you some idea of what a big job it is to care for a family.

For each task, you should decide whether it is usually done by a woman, a man, either or both of them, or the kids in the family. Check the column that you decide is right for each task. Base your decisions on your own experience, either with your family or with other families you know well.

Add any other household duties you can think of to the list.

Household Duties	Usually Women	Usually Men	Either or Both	Children
1. Earn family income				
2. Plan budget, pay bills, do taxes				
3. Choose expensive items such as car, refrigerator, washing machine, TV				
4. Shop for food for the family				
5. Shop for children's clothes				
6. Arrange children's transportation to sports, lessons, friends, school, doctor				
7. Arrange for loans or mortgages				
8. Make kids' appointments with doctors, dentists, etc.				
9. Mow lawn, shovel snow, and other groundskeeping chores				
10. Arrange for repair of household utilities (furnace, electrical system, plumbing, etc.)				
11. Prepare meals				
12. Teach children & control their behavior				
13. Listen to family problems; settle arguments				
14. Attend children's programs at school & church, and parent/teacher conferences				
15. Give advice or get help for major family problems (accidents, runaways, death, divorce, etc.)				
16. Make food for school, church, & other organizational functions				
17. Assign or do household chores (cleaning, dishes, laundry, etc.)				
18. Arrange for family recreation & vacations				
19. Feed and care for farm animals				
20.				
21.				
22.				

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5. Now ask students: "In a family headed by a single adult, who does all the tasks on our list?" When they state the obvious answer, ask them seriously and pointedly: "Do you think such single heads of household are usually men, usually women, or about equally divided between men and women?"

The students should recognize and say, "mostly women." If they do say this, you should confirm it. If they do not say this, you should inform them of this fact. Ask them: "How many of you know personally at least one family in which the head of household is a woman? You should supply the class with the following statistics:

> In northern New England (Maine, New Hampshire, and Vermont), one of every seven families is headed by only one person. Of these single-parent families, four of five are headed by women; one of five is headed by a man.*

You can dramatize the meaning of these statistics by saying: "This means that chances are that one in every seven of you will end up being a single head of household and the chances are much higher for women." Emphasize that to avoid this situation or to be able to handle it when it comes up requires many life skills which they will begin to work on in the next unit.

Homework

1. At the end of lesson # 9, pass out SAS # 14. Tell students that the purpose of this activity is to show them how much work a single head of household has.

Tell them to ask their parents or other adult heads of household to help them by providing estimates of the frequency and amount of time involved in each activity listed.

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*Current Population Reports, series P-60, no. 110, issued March 1978, pp. 75, 85, 91. Survey done in 1975.

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22.				

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CASE STUDY # 1

Jack Mullins is the only adult in his household. His wife is an alcoholic, presently in treatment in the State hospital at Concord. Jack works long hours at a low-paying mill job and cares for his sons and their home at night. Teddy, 6, and John, 4, stay with a neighborhood sitter while Jack works. Little time and money and many problems have made it difficult for Jack to cope.

Last week, Teddy's first grade teacher told Jack that Teddy will have to repeat the first grade. She told him that Teddy seems to be quite disturbed and needs professional help. She recommended a child psychologist in Hanover, and gave Jack the woman's address and phone number.

Jack is bewildered and upset. He doesn't have the money to send his son to a psychologist but he wants Teddy to get the help he needs. With no one else to turn to for help, Jack must decide what to do in this situation.

List the difficulties that you think Jack faces.

CASE STUDY # 2

Marianne Clark learned at 9:15 a.m. on a blustery March morning that she was a widow. Her husband Jim, 27, had been killed in a car accident on his way to work. Marianne and Jim had been married less than two years, and Marianne was expecting their first baby. Before marriage, she had worked as a sales clerk in Rich's department store.

After the first shock of grief had passed, Marianne totaled up her financial resources. There was an insurance policy for $10,000, $762 in a savings account, and $147.69 in a checking account. Because of the baby, Marianne could collect a small monthly sum in Social Security benefits.

Marianne realized that her resources would not last long after the baby was born if she did not get a job. And what would she do with the baby while she worked? Jim's mother offered to take care of the baby, but Marianne intensely disliked her mother-in-law. Her pastor suggested adoption because, he said, it is not as easy for a woman with a child to marry again as it is for a childless woman, and most day care centers do not accept small infants.

List the difficulties you think Marianne faces.

CASE STUDY # 3

Sally Morgan has many material advantages. She has a nice apartment in Norwich, Vermont, a nice car, and an interesting job at Dartmouth College. But Sally is lonely and bitter. After her divorce, Sally began accepting dates with some of the men she worked with or had met at the college. Most of these dates were disasters. All the men she dated felt that Sally "needed consolation" or "would be grateful for a little fun." None felt that a sincere thank you and a handshake were enough to "repay" them for the evening. In desperation one evening, Sally offered to pay for her own meal and movie ticket. Her offer was readily accepted, but her polite "no" later was not.

Now Sally does not accept dates. She isn't very friendly with her female co-workers at the college; she is never invited to their get-togethers. The married women, especially, feel that a young, attractive divorcee like Sally is a "threat" to their own marriages.

Sometimes Sally wonders if she wasn't better off in her unhappy marriage than she is now. At least then she wasn't alone.

List the difficulties that you think Sally faces.

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CASE STUDY # 4

Elaine Patterson is 16, unmarried, and pregnant. Her 17-year-old boyfriend is unwilling to marry her. Her parents are emotionally supportive of Elaine, but with four younger children at home, they cannot help her financially.

Elaine wants to keep her baby and finish high school. She needs help to pay for prenatal care, hospital bills, and the many things a young baby needs.

Elaine has lived in Washington, Vermont all her life. It is an extremely rural area, and the people are widely scattered and keep to themselves. Elaine does not know of any public or private agencies that help women like herself.

List the difficulties you think Elaine faces.

HOUSE FIRE!! PROBLEM SHEET

Your next door neighbors' house burned to the ground last night when their space heater exploded. The family was awakened by their dog's frantic barking just in time to escape from the house before the main stairway collapsed. The family members -- Bernice Post, a 36-year-old divorcee, and her five children, Amy, 15, Elaine, 12, John, 7, Jessie, 4, and Bess, 18 months -- are now homeless, without insurance or a source of income. They have lost all their personal possessions, clothing, and house contents. The family members are all still in shock over their loss and incapable of thinking clearly about today, much less about the future. You have decided that, as a neighbor and friend, you will help them out. You plan to start a fund to assist the family in reestablishing themselves. Also, because Mrs. Post is too upset by the fire, you temporarily take over the responsibility for contacting local resources to assist the family.

Below is a list of things that must be done to assist the family. Your task is to rank them in terms of their importance to the Post family. Rank them from 1 (the item you think is most important) to 13 (the item you think is least important and the last thing to be done).

_____ Locate immediate, temporary housing

_____ Take out a bank loan

_____ Find a babysitter/day care

_____ Contact utility companies (to disconnect utilities in the destroyed house)

_____ Start a clothing drive

_____ Inform a minister

_____ Collect food

_____ Obtain family counselor

_____ Contact relatives

_____ Collect furniture, appliances

_____ Make a list of destroyed items, valuables, papers, etc.

_____ Contact school officials

_____ Contact Human Services Department

SHERRY

Sherry is 16 and pregnant. Her boyfriend wanted her to have an abortion, but Sherry refused. Her parents want her to give the baby up for adoption. Sherry wants to keep her baby. She knows that adoption would give the child two parents, not just one, and that the adoptive parents would be able to afford more material advantages for the baby than she can. But Sherry is looking forward to her new baby and plans to be a good mother. She has two friends who kept their babies, and they seem to be doing fine.

JERRY

As the time draws near to fill out college applications, Jerry has to make a decision. His parents want him to go to one of Vermont's State colleges where tuition would be lower and he would be near home. His best friend is urging him to cut the "apron-strings" and apply to out-of-state universities. Jerry thinks he can get some financial aid wherever he decides to go, and his grades are good enough to make him confident that he can get accepted.

SUE

Sue was raised in the town of Thetford, Vermont. Her mother had worked in an office in Hanover, New Hampshire before Sue was born, and soon after the birth she went back to work. Sue's grandmother, who lived with the family, took care of Sue while her mother worked. When Sue was two years old, her grandmother remarried and moved to Florida. She was taken to a babysitter outside the home. This abruptly changed her life and daily schedule. She met other small children for the first time, and soon became happily adjusted to her new surroundings. Her preschool years passed quickly, and finally the long-awaited day arrived. She left her babysitter and began the first grade at the Thetford Elementary School.

At first, Sue found school very confusing. Learning to be quiet, asking permission to get a drink or go to the bathroom, and standing in line at the cafeteria were hard for Sue, who was used to doing as she pleased. Soon she adjusted to the school rules and began to have fun learning things and making friends. Reading was hard for Sue, but her teacher felt she could catch up with a little extra help. When the school year ended, Sue was promoted to second grade.

During her second year of school, Sue became frustrated by her lack of ability to read. She worried about whether she would be promoted to third grade. In the spring her worst fears came true. Her parents and teacher agreed that Sue should repeat the second grade. Sue had had bad things happen to her before, like chicken pox and losing her favorite doll, but nothing could possibly be as awful as "staying back" in school. She was sure that her friends wouldn't like her any more when they found out what a "dummy" she was.

That fall, Sue found out she was wrong. She kept most of her old friends and made new ones. Thanks to her parents' help over the summer, her reading improved, and she felt a lot better about herself. Sue's school life became much happier.

During sixth grade, Sue and her friends began to worry about leaving elementary school and entering junior high. After all, this would mean meeting all new teachers, finding their way around a new building, and above all, changing classes during the day. But after a day in which all the sixth graders visited the junior high school, met some of the teachers, and toured the building, Sue and her friends lost most of their fears. Junior high became exciting. Sue began to feel grown up. She developed new interests such as choosing clothes, listening to music, and boys, while keeping up and developing old interests such as horseback riding.

Ninth grade was perfect. She felt that she was really in high school and very grown up. She fell "in love" with a new boyfriend and spent a lot of time going places and doing things with him. Life was wonderful! Then, the blow fell. Her boyfriend became interested in someone new and broke up with Sue. She cried for days. How could she go on? This was as bad as "staying back" in second grade!

Sue found that she could go on. She became involved in learning to drive. Having her driver's license would make her more independent and show her parents that she was a mature person. She studied the manual constantly and practiced driving every chance she got. When the day of the test dawned, Sue was ready and passed with ease. Now she was able to use the family car if she bought her own gas.

She searched long and hard for a part-time job to earn money to pay for gas. She finally found a job at Nichols' Hardware in Lyme, where she worked about 15 hours a week. Life looked pretty good again.

But within a year, Sue's life took another nose dive. She smashed up the family car. Her parents felt that Sue should help pay for the extra insurance necessary to cover a driver under 18. Sue worked more hours and was able to manage the expense. She also started dating a very nice guy during her senior year at Thetford Academy.

At last, Sue graduated from high school. Her parents were proud of her, and she felt good about herself. She moved up to a full-time position at Nichols' after graduation, but found living at home and trying to be independent caused problems. After a big fight with her parents, Sue moved out of the house and tried to make it on her own. Then things in her life moved fast. She got engaged to her boyfriend and began to plan the wedding. At almost the same time, she was told she wasn't needed at the store. Business was slow, but they'd call her when it picked up again.

PAMELA AND BILL

Pamela and Bill Logan had just bought a new home in a nice neighborhood. Their three children had begun to make friends immediately, and the whole family was glad they had moved. Their oldest daughter had found a nice boyfriend, and the younger girl was the star of the field hockey team. Then everything fell apart.

Two months after the move, Pamela was cleaning her son's closet. Behind some old boots, she found a small plastic bag full of marijuana cigarettes. Pam had heard that drugs were a problem in the new schools her children were attending, but she had never dreamed her kids would try drugs. All her delight in her new home evaporated. What should she do? Should she confront and punish her son? Get all three kids together and talk to them about the drug problem? Maybe she should try to talk with other mothers and then organize an effort to clean up the schools. Whatever she decided to do, it must be done soon.

MARY LOU

Decisions, decisions! Mary Lou had never before had such important decisions facing her. She had a wonderful job and an exciting fiancé. The wedding was only three months away. Rick had never told Mary Lou that he didn't want her to work after they were married, but last night he said they should have children right away. Mary Lou was upset. What should she do? Should she insist on working after marriage or quit her job to please Rick? She knew she wanted children, but not right away, and she thought she could get Rick to agree to waiting awhile. Her mother agreed with her, and was pushing her to postpone the wedding for a few more months until she could work out an agreement with Rick. Mary Lou didn't mind living at home, but she didn't want to put off her wedding for too long. Marybe she and Rick could compromise so that Mary Lou could work until they had a family. The only thing she knew for sure was that she didn't want to give up either her job or Rick!

ELLEN

Ellen Winters had never thought about being a widow. But Tom had died of lung cancer after a long illness and now she was alone. Their children were very supportive, and her son's children were now her main job. After the first grief passed, Ellen wondered what she was going to do with the rest of her life. She had enough money to live on, but she was afraid of being lonely and feeling useless. Maybe she could do volunteer work, or get a paying job to provide the extras she would otherwise have to do without. Or, she could sell the house and move to Florida to live with her widowed sister. That would be one solution to loneliness. She would miss the children, though. The thing to do, Ellen decided, was to sell the house, move into an apartment, and try to get a job.

LOUISE

In college, Louise had been an honor student. Now that her last child was old enough for school, she had a chance to use her education. She had been offered a good job with a large retail business, and was on the verge of accepting, when her youngest child was diagnosed as brain damaged. Now Louise faced an important decision. Should she give up the job and stay at home to care for the girl, or take the job and place the child in a special school with professionals trained to work with brain-damaged children? Could she be both mother and teacher to her child? The little girl was a lovely, sweet child, but was caring for her enough to fill Louise's life? What was best for the child and for the rest of the family?

PAUL

Paul's mother cried and his father shouted, but Paul was adamant about his decision. He was sure that he wanted to marry Sharon. They were in love, and could live with Sharon's parents for awhile -- until they graduated, anyway. After graduation, Paul thought he could find a full-time job, and there would still be plenty of time for them to find an apartment before the baby was born.

Paul's father talked about college and about dead-end, low-paying jobs. His mother cried and then talked about puppy love and homes for unwed mothers. Paul turned a deaf ear. He would not desert Sharon and the baby now. He understood his father's concern about college and jobs, but he was sure he was making the right decision. Maybe someday he could go to college, but for now his and Sharon's marriage seemed more important.

REUBEN

Reuben Harvey had just sold his farm to a wealthy New York stockbroker, and his stock and farm equipment had been sold at public auction. Reuben and his wife were staying on in the house for a few weeks until they could move to an apartment in town. Reuben felt at loose ends. He was too young to retire, yet he was too old to feel comfortable learning a new trade. Reuben needed to earn money. Most of the sale money had gone to pay old debts and to finish paying for his son John's tuition at veterinary college.

The stockbroker who bought the farm offered Reuben a job as caretaker in his absence. Reuben was proud and rebelled at this offer. He would rather work in the veneer mill, but the mill wasn't hiring. Then he heard about a job as a farmhand opening up in the next town. It would be the same work he was used to -- milking, feeding cattle and pigs, plowing, harvesting, haying. Reuben applied for the job. His only concern was whether he could adjust to working for someone else after having been his own boss for nearly 30 years.

LINDA

At 25, Linda is getting a divorce. It is the last thing she ever expected to happen to her. Linda married Rick the year after graduation from high school. They started going together after Rick's brother married Linda's best friend. They worked together at a big discount store, Forest Hills Factory Outlet, near the village where they both grew up.

Before they were married, Linda found out several things about Rick that concerned her. A lot of Rick's paycheck was spent on beer for him and his friends, and when he was drinking, Rick had a violent temper. Also, he avoided the subject of children like the plague, and Linda noticed that whenever her older sister's two kids were around, Rick acted very nervous.

However, Linda was in love with Rick, and chose to concentrate on his good looks, charm, and sense of humor instead of his faults. They were married, and moved into a nice little apartment furnished with wedding gifts from family and friends. Both Linda and Rick continued to work after they got married although Linda would much rather have stayed home and kept house. Rick stayed on at Forest Hills, where he was soon promoted to department manager. Linda worked as a clerk at the checkout counter of a grocery store for a few months, then as a sitter for a woman doctor in Woodsville, then cleaning houses for summer people. She was relieved when on the day of her first anniversary, she found out she was pregnant. She had never enjoyed a single job she had.

Linda and Rick had two children, Bobby and Donna, 14 months apart. From the first, Rick refused to have anything to do with the children. He got angry when they cried or shouted, and brushed them away if they tried to climb onto his lap. Linda didn't like his attitude, and they started to fight a lot.

At first, they fought mostly about the kids. Then Rick started drinking more and more, and sometimes there was very little of his paycheck left. Linda had to scrimp to pay the bills and sometimes to have enough money for food. The kids, money, and Rick's drinking all were subjects for Linda to worry about and then to fight about with Rick. Sometimes, they seemed like strangers to each other.

Finally, one night, Rick came home blind drunk and beat Linda up. She took the children and went home to her mother. Rick has called, and says he's really sorry and promises to shape up, but she doesn't trust him.

LAURA

At 30, Laura is getting a divorce. It is the last thing she ever expected to happen to her. When she gave up her job as a licensed practical nurse at Mary Fletcher Memorial Hospital to marry Jim, she thought it was the best trade she had ever made. Not that she didn't like her work. She had wanted to be an LPN since she was in high school, and her family had gladly paid for her training. But she had wanted to get married more, and Jim was everything she had ever wanted -- tall, attractive, lots of fun. They settled down in the small house Laura's grandparents had once lived in behind Laura's father's farm in Shelburne, Vermont. Laura put in a garden that first spring, and showed Jim all the secret places she used to go as a child. She would pat her pregnant belly and say to him, "Our children will grow up like I did."

Then, when Laura was eight months pregnant, Jim came home with the news: his company had offered him a big promotion, which would mean they would have to move to Boston. Laura cried for a week while Jim got angrier and angrier. "Don't you care about me?" he shouted. "Don't you care about our children having a better life?" Finally, Laura gave in, or gave up, depending on how you looked at it. They moved to the city with Kim, their two-month-old baby, and Laura tried to make herself feel at home in a strange apartment on a noisy, unfriendly street.

Laura became pregnant again when Kim was 9 months old. Tracy was born prematurely and needed extra care, so Laura was busy and preoccupied for months. But once Tracy was no longer a full-time job, Laura returned to being lonely and miserable. She soon decided to go back to school, taking courses toward a college degree. She went to night school, hiring a sitter for the girls. She enjoyed her classes more than she would have dreamed she could when she was in high school. She especially loved her biology courses and began to think about getting a teaching certificate as a health teacher. She thought her LPN background would be useful, and that the work would be fun once the kids were in school. For the first time since the move, Laura began to feel better.

Then the blow fell. Laura went to her doctor and learned that she was pregnant again. Kim was in fourth grade now, and Tracy in second, and Laura felt that her schooling and her sense of coming out of herself were being snatched from her by this new baby. Then, Jim came home and announced that he was being moved again, at a substantial increase in pay and responsibility -- this time to Seattle, Washington. Laura said that was impossible -- she would never be able to go home to Vermont from Seattle for weekends, and she could not move that far away from her family. Jim said, "Either you go, or you stay without me." Laura decided that she would sooner die than stand the living death that the move would mean for her.

LONG- AND SHORT-RANGE DECISIONS

Objectives

1. Given case materials, students will be able to identify the short- and long-range decisions of the people described.

2. Students will be able to write a long-range description of their own lives, in the form of a fantasy "testimonial."

Materials

Completed Student Activity Sheet # 5a
Student Activity Sheet # 6
Large version of Student Activity Sheet # 6
Student Activity Sheet # 7 (homework)

Lesson Plan

1. Discuss the results of the homework. Each student should have the case worksheet (SAS # 5a) and the two cases (SAS # 5). Focus on the last question on the worksheet, eliciting from the class which woman is likely to be better off in ten years. Be sure they give evidence for their answers. It is likely that they will say that Linda has the worst potential future (no career interests, poor job record, violent ex-husband, no apparent interests outside herself) and that Laura is in the best shape (her LPN training and experience, her potential future as a health teacher, her home in Vermont, her supportive family). Whenever possible, make the link between past decisions and future prospects.

2. At the end of the discussion, tell the class that decisions made early in life that help in later crises are called long-range decisions. Short-range decisions are ones that bring immediate results but have little direct influence on our futures.

Now pass out SAS # 6: "Long- and Short-Range Decisions" and ask students to list the long- and short-range decisions made by the two women.

3. When they have filled out SAS # 6, have students compare their responses by recording them on a large newsprint version of SAS # 6. Ask them if the woman who made more long-range decisions is in better shape than the one who did not. Why or why not? Are there any long-range decisions that either of the women could have made that would have left her with better prospects than she now has?

Homework

1. Pass out SAS # 7: "Sample Testimonial Account." This is a culminating exercise for the first part of the unit. Be sure that they understand that a testimonial is another way of examining a life. If there is time, read the

SAMPLE TESTIMONIAL ACCOUNT

March 8, 2028

Jane and Tom Franklin

Mr. and Mrs. Thomas R. Franklin of West Wardsbury, Vermont, were honored yesterday at a 50th wedding anniversary banquet at the Grange Hall in West Wardsbury. Mr. and Mrs. Franklin have been residents of Wardsbury and West Wardsbury all their lives. Both of them graduated from Wardsbury High School in 1978, and they were married that same year.

The Franklins were given a champagne toast by their grandchildren and four of their five children, William L. Franklin of Portland, Maine, John R. Franklin of Earth Colony, Mars, Thomas R. Franklin, Jr., and Mary Franklin Barnes, both of West Wardsbury. Their fifth child, Peter Franklin, died last year of injuries suffered in an aircycle accident.

Thomas Franklin was employed until this year at the West Wardsbury Mills, where he rose from an apprentice to the position of general manager. He was honored at his retirement in January with a dinner at the Lake Clearwater Inn and the gift of a gold watch.

Except for one trip to Cape Kennedy, Florida, to see their son John off to Mars, the Franklins have never left New England. When asked why not, Mrs. Franklin smiled and said, "There's always been so much to do at home." Mr. and Mrs. Franklin's record of community service bears out the truth of her statement. Mr. Franklin has been active in community affairs for many years; at various times he has been a volunteer fireman, town selectman, and a member of the school board. He has long been a member of the Lion's Club, the West Wardsbury Grange, and the Oddfellows Lodge.

Mrs. Franklin, in addition to being a devoted wife and mother, has also spent much of her time in community service. She has served as volunteer library aide in the Wardsbury Elementary School, as a Gray Lady at the community hsopital, and as chairwoman of the United Methodist Church Supper Committee. She is currently Noble Grand of the Wardsbury chapter of the Rebekah Lodge, and has been a town lister for 15 years.

A large crystal and gold punch service and a money tree were presented to Mr. and Mrs. Franklin by their children. Mr. Elmer Crefts, selectman, gave a brief address on behalf of the town. The evening ended with selections sung by the women's chorus of the United Methodist Church.

I'M SALLY

Hi, my name is Sally, and I live in White River Junction, Vermont. I'm 17, and I have blond hair and blue eyes. My friends tell me I have a good figure. I don't know about that, though, I think I'm too fat. I have a big quilted jacket I like to wear because it covers me up.

I guess maybe I'm shy. I don't feel comfortable with people I haven't known for a long time. My Mom says she doesn't see where I get off calling myself shy. She thinks I talk on the phone too much when I should be studying or helping around the house.

Maybe I should study harder. I go to Hartford High, and I don't get very good grades. My teachers get mad at me for "wasting my potential." But I don't see much point in school. I don't want to go to college. I want to stay right here in town, near my friends and Jeff, the boy I go steady with. I can get a job right here after graduation. They always need waitresses and chambermaids at the restaurants and motels. HoJo's especially always has ads in the Valley News.

Oh, I'm not kidding myself. I know I could do better. Or at least more. But I like my life. I have fun. Jeff and I are really close, and we plan to get married someday. He thinks it's so far out that I'm interested in so many different things -- cooking, and quilting, and dog breeding and showing. My cocker spaniel, Muffy, got her championship last year in Boston. Jeff's Dad paid for the trip.

Jeff's Dad says that if we get married, he'll give us a piece of land in the country. That would be neat. I could raise dogs and babies. When I said that to my Mom, she yelled at me and then she cried. She said it would be wasting my mind and my talents. She always wanted to do more with her life, but she got married instead, and Dad didn't want her to work. I guess she thought I would do all the things she couldn't.

But I'm just a homey kind of person. I like my life and I don't want it to change. Change scares me. I'm doing OK as I am.

Now go back to page 8 and try to complete the exercise.

PEOPLE, PLACES, AND SERVICES
(where you can get help)

parents
relatives
teachers
guidance counselor
assistant principal
principal
school nurse
doctor
lawyer
sheriff or police
Planned Parenthood
employment service
Manpower
CAP agency
your State legislator
public defender

American Civil Liberties Union
women's information service
Scouts
the "Y"
juvenile officer
a hot line
a halfway house
a drug information service
friends
townspersons
neighbors
county agencies
State agencies
Federal agencies
yellow pages
clergy

Ask your teacher for names and addresses of some of these resources if you can't find them in the phone book.

SCENARIO

Neil and I got married right after we graduated from high school. Till now, we've been really lucky, I guess. Neil's a wonderful husband, and we have two gorgeous babies, Chuckie, who's one and a half, and Tammy, four months. We have a nice little house that our parents helped us buy, and Neil has a pretty good job with the New England Telephone Company. Of course, he's been laid off for a couple of months both winters since we've been married. But we've managed to squeeze by on his unemployment checks somehow. That is, until now...

Remember that bad wind and rain storm last April? A lot of utility lines were damaged. Neil was working a lot of overtime to help catch up with bills that we had to let slide during those rough winter months. Anyway, he was up in the bucket of a repair truck, fixing a line, when a tree limb came down and knocked him out of the bucket. He fell forty feet to the pavement. His back and both legs were broken, and he had a bad concussion. He'll have to be in the hospital for another couple of months. Our only income is workmen's compensation.

I feel kind of helpless right now. My husband won't be able to work again for a long time, and the doctors have already told us he'll never be able to do the same kind of work he's used to. And I've never really worked, except two summers. We decided when we got married that I'd stay home and give our kids the best love and education I could. That's what I wanted to do anyhow. Children have always been my main interest. I babysat with almost all the kids in town when I was in high school and worked in the town recreation program for two summers. I couldn't wait to have babies of my own to raise and care for. But things will have to change now. I guess I'll have to get a job. We can't make it with things the way they are now, and who knows how long it'll be before Neil gets back on his feet again.

LOOKING FOR JOBS

Pat has decided to get a job but doesn't really know what she can do. Can you help her?

Go through the job listings in the help-wanted ads in any paper you find in your classroom or at home, and pick out jobs you think Pat could apply for. Remember, she has no training past high school and very limited experience. So, don't pick out a job that would require her to have worked before or that would require any kind of special training.

In the space below, write the jobs you think Pat might be able to do and what she must do to apply for the job.

EXAMPLE:	
JOB	PROCESS FOR APPLYING
Checker at Purity Supreme	Apply in person at Purity Supreme

JOB	PROCESS FOR APPLYING

UPDATE

I've been reading the want ads every day, trying to find a job that's right for me. It sure isn't easy. Most of the jobs listed don't pay very much. I would have to pay for a babysitter for Tammy and Chuck and for someone to stay with Neil out of my salary. There wouldn't be much left if I took a low-paying job. The hours would have to be right for me to be able to spend time with my kids, too. As far as I can see, there's only one job listed that is worth applying for.

The Tuncott School District is advertising for an elementary teacher aide. The hours are perfect, the pay is good, and the job is near home. I could even come home to eat lunch with Neil. And I know I'd enjoy the work and being with kids. This position is for a second grade teacher aide, and that age group is fun. I babysat lots of second graders before I was married.

The thing is, I'm scared to go for an interview because I don't have the qualifications the ad specified. The ad said applicants should be certified or have three years of experience, and of course neither condition applies to me. But I have had lots of babysitting experience, and I'm raising two kids of my own. Maybe that will help. I'd really like to get that job.

CREATING JOBS

Objectives

1. Students will be able to identify possible markets for goods and services from a written description of a rural community.

2. Students will be able to identify a wide variety of small-scale enterprises that might tap those markets.

3. Students will be able to identify the skills, resources, and personnel that would be required to start some of these enterprises.

4. Students will be able to write a description of their own community and replicate the process described above to create possible jobs for themselves.

Materials

Update # 2
Student Activity Sheets # 11, # 12
Sample: "Analyzing Tuncott" (Teacher's Guide copy)
Large sheet: "Analyzing Tuncott"
Student Activity Sheet # 13 (homework)

Lesson Plan

1. Have students read Update # 2.

2. Introduce the lesson. Point out to students that, like Pat, many people have difficulty finding suitable jobs, especially in rural areas. Suggest that one way to make a living is to "invent" a job that will serve some part of the local population. These jobs are usually small businesses or service occupations that don't require a lot of money to start. Tell them that today the class will figure out what a person might do to invent a job in a particular community. Tell them that for homework they will complete this process for themselves.

3. Pass out SAS # 11 and SAS # 12. Tell them that you will read the "Creating a Living" sheet (SAS # 11) out loud while they fill out the "Tuncott's populations" column on the "Analyzing Tuncott" sheet (SAS # 12). Define a population simply as "a group of people who might want to buy something Pat could offer" and goods and services as "something Pat might sell or do for that population." Start reading and give them an example (e.g., parents who work the swing shift at the plastics factory might buy box suppers for their families, sitter services, an after-school program, etc.). Encourage them to think of as many different goods and services as possible. This is the time to let imaginations run free.

4. After you have read the case, give the class a few minutes to finish filling out the sheet. Tell them to list the four jobs they think would be best for Pat. If necessary, define skills (what Pat would have to be able to do), resources (what Pat would need to do it, including money, materials, vehicles, and space), and personnel (whom Pat would need to have work for her).

5. After students have filled out the sheet, have them compare notes on the populations they have defined and the goods and services they have thought of. List the populations on the large sheet "Analyzing Tuncott," with the goods and services possibilities across from them.

6. Ask the class the following questions:

- Which of these jobs are likely to earn Pat enough money so that she could support her family?
- Which jobs could supplement a husband's income?
- Which jobs could Pat take if she had to be at home much of the time with little children?
- Which jobs require the least resources? The least personnel? The least advanced training?

Underline each kind of job with a different-colored Magic Marker or crayon. If some jobs fit several criteria, underline the jobs with the colors that are appropriate. As the discussion continues, the students should see which jobs are the most flexible and which are the most plausible for people in different life circumstances.
Optional: Have the class generate a description of their community that parallels the description of Tuncott.

Homework

1. Pass out SAS # 13 and tell the students to fill out those sheets for themselves and for their own community.

Notes to the Teacher

1. The sample "Analyzing Tuncott" sheet is provided to help you in getting the students to think of ideas. These are just possibilities--the class may come up with more interesting ideas.

2. You might point out to them which of their options could make the highest profit. Point out that high-profit jobs generally require the highest capital investment and risk. Don't discourage them from doing this kind of thing--they should just know what they are getting into.

3. Optional: (a) Find out about part-time (summer) jobs from the school faculty or others. (b) Find out how to finance a business venture. (c) Get a speaker on turning hobbies into businesses from Vermont or New Hampshire League of Arts and Crafts. (d) Have the class research magazine articles on the above topic.

ANALYZING TUNCOTT

TUNCOTT'S POPULATIONS	GOODS AND SERVICES THEY MIGHT BUY
1.	
2.	
3.	
4.	
5.	
6.	
7.	

FOUR POSSIBLE JOBS FOR PAT:

1.
2.
3.
4.

WHAT PAT WOULD NEED
TO INVENT THESE JOBS:

	Skills	Resources	Personnel
Job # 1			
Job # 2			
Job # 3			
Job # 4			

SAMPLE: ANALYZING TUNCOTT

Tuncott's Populations	Goods and Services They Might Buy
Parents who work in plastics factory	Sitters, after-school program, day care, box suppers
Old people	Trash collection, wood delivery, shopping service, transportation, home and lawn maintenance, gardening, homemaking
Loggers	Bar, day care (for women in office), hot lunch wagon
Commuters	General gardening work, home repair, trash collection, delivery services, nursery for plants
Farmers	Selling poultry, eggs, excess produce for farmers to commuters, summer people
Vacationers	Country inn, restaurant, crafts shops, souvenir shops, gun store (for hunters), fishing equipment store
Second home owners (Brookbury Mills and private homeowners)	Security system, caretaker services, box suppers, gourmet food store, catering services, gardening, laundry services, plant store, seed and grain store for gardens and hobby farms

Four Possible Jobs for Pat

1. Catering service
2. Wood cutting and delivery
3. Plant store
4. Run a babysitting service

WHAT PAT WOULD NEED TO INVENT THESE JOBS

	Skills	Resources	Personnel
Job # 1	Planning menus, good cooking skills, elegant serving methods	Car, cookbooks, cooking equipment, money to advertise	No one but herself at first -- maybe helpers later
Job # 2	Knowledge of wood splitting, cutting	Chainsaw, splitter, delivery truck	No one but herself at first -- maybe a partner would make it more fun later
Job # 3	"Green thumb," knowledge of what plants homeowners and commuters like, ability to set up an attractive display, bookkeeping and management skills.	A good supplier, capital to set up shop, capital to keep going until she makes a profit	Shop assistant or partner would make life easier -- otherwise Pat has to work all day, 6 days a week
Job # 4	Being good with kids, getting licensing and money arrangements set up, ability to plan activities	Space, license, kids' toys and books, activity resource books	No one now -- maybe helper later

UPDATE

I went for the interview and did the best I could to present myself as the best person for the job. I talked about how much I enjoy children and the experience I've had in caring for them. The interviewer said he'd get back to me within a week.

I didn't get the job. The principal of the elementary school called me herself. She told me I'd done really well during the interview, that I talked about the right things and expressed myself very well. But lots of certified teachers had applied for the job and I lacked the specific qualifications needed to compete with other applicants.

I was really depressed for a couple of days. There was nothing else worth applying for, and I didn't know what I could do. Finally, I decided I had to pull myself together and somehow find a solution to my problem. After much thought, it occurred to me that if I couldn't get a job that already exists in my area, I should try to invent one. Since Neil has some money coming in, I decided to give myself a few months to see what I could come up with.

One thing I know for sure - I won't do anything that would mean I never get to be with my children. They need me now while they're small, and I need them too. And Neil really needs me now too; this has been so hard for him. He is just so unhappy not working and having to lie on his back all day every day. Oh, he's getting stronger each day, but the healing is really too slow for him. He wants so much to be back on his feet again. What I'd really like, I think, is to work out of my own home and be near my kids and Neil in case they need me. A job like that sure would be perfect.

CREATING A LIVING IN TUNCOTT

Tuncott, Vt. (pop. 1700)

Villages: Tuncott, Tuncott Corners, West Tuncott, and Tuncott Hill
Businesses: Tuncott Logging Company, Tuncott Diner, Whitfield and Adams Garage, Adams General Store
Nearby towns: Rockford (8 miles), home of Funtime Plastics Factory
Brookbury (6 miles), home of Brookbury Mills resort village and the Brookbury Nursing Home
Major attractions: Tuncott River (fishing, kayaking, white water canoeing)
Tuncott Wild Game Supper (October)
Clubs: Fish and Game Club; Tuncott Toppers Snowmobile Club

Pat has a problem. She has applied for a number of jobs and has not been able to get one. She has lived in Tuncott all her life and she really can't move away from Neil and the kids. But the mob jarket in Tuncott is quite small: except for the families who run Tuncott's 20 remaining farms, all the people Pat knows work at the Funtime Plastics Factory or for the logging company. A lot of women work at the factory, mostly on the 3:30 to 11:30 p.m. swing shift. But Pat can't work there since she is allergic to the main chemical they use in their process and practically breaks out in hives driving by the place.

She applied for a bookkeeper's job at the logging company, on the basis of her two high school accounting courses, but there were older and more experienced people waiting in line for that job. And the Tuncott Lumber Company wasn't quite ready for a lady lumberjack, even if Pat had thought she was ready to be one.

The few small businesses in Tuncott were all family-run and didn't need outside help. The nursing home in Brookbury only wanted registered nurses and LPNs. The growing resort the developers called Brookbury Mills (not that there had ever been a mill there) provided jobs for men with heavy carpentry experience, but that didn't apply to Pat.

Most of the rest of the people Pat knew in the Tuncott Valley didn't work in the area. There were a few people who commuted to Center City, 30 miles away. There was a large group of retired people, some with quite a lot of money. There were many weekenders and vacation families who owned second homes in the Tuncott-Brookbury area. They came to fish, hunt, and ski (mainly cross-country, since the nearest downhill area was 50 miles away), and to play at being farmers. But they made their livings someplace else.

Looking at the jobs available in Tuncott depressed the daylights out of Pat. "If I can't find a job in Tuncott, I'll try to invent one," Pat said to herself. "I'll give myself a year and see what I can do."

ANALYZING TUNCOTT

Tuncott's Populations	Goods and Services They Might Buy
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

FOUR POSSIBLE JOBS FOR PAT

1. _____
2. _____
3. _____
4. _____

UPDATE

I know now what jobs I might possibly create that I could do at home. Some possibilities were a furniture refinishing service, plant nursery, home bakery, craft shop, reupholstering, and babysitting. I talked all these ideas over with Neil. We eliminated a craft shop and the reupholstering because of the large investments needed for equipment and/or home remodeling. I figured I could get a start with a plant nursery by asking friends and relatives for plant slips and extra pots. We have a sun porch that would be ideal for growing plants. But what would I do with them after the first frost in the fall?

Of course, babysitting appealed to me more than any other idea. I really do love kids, and they respond to me very well. Neil suggested that we fix up our basement as a "play center," so I could take care of Chuck and Tammy as well as make some money by caring for other kids.

I talked to the Social Services Department of the local welfare agency to find out the licensing requirements. The lady I talked to was very encouraging; she said there's a real need for licensed babysitters. The only real big thing that had to be done was rewiring the basement for electricity. And the lady said that after I got my license, I should come back to her and she'd list me with the other babysitters at their agency. I have friends who have tried to find babysitters through them and complain that they are always filled up, so I knew I would always have plenty of kids to take care of.

I based my final decision on several factors. I could be with my family, I love children, there is a need for babysitters in the Tuncott valley, little money was needed to remodel the basement, and play materials are available and inexpensive. It all added up to a successful business I'd enjoy.

UPDATE

As I look back over the last few years of my life, I can't believe how far I've come. After Neil's accident, Workmen's Compensation paid two-thirds of his salary. By cutting back in certain areas, we managed to pay an electrician to rewire our basement so I could get my babysitting license. We sure did eat a lot of hamburgers and peanut butter that summer! Every little bit of money I saved helped pay the electrician.

I never knew before that summer how much money an electrician makes! I got interested in watching the man who did our rewiring, and he started explaining things to me. I asked Neil a lot of questions about electricity, too. Neil laughed at me at first, but then he said I should study to be an electrician. I said I'd like to after I had some money saved from babysitting.

I got my babysitting license, and pretty soon I was watching eight kids besides my own. The kids seemed to love it and the parents passed the word around that I was good, so I never had an opening for more than 24 hours! Before I knew it, I was so busy I had to hire my neighbor to help me! Even with her salary to pay, I was paying the bills and even managing to save money.

I was still very much interested in becoming an electrician. I would have to take courses in physics, blueprint reading, electronics, and electrical theory, and then go through a four-year apprenticeship program. I thought that I could take the courses I needed in Center City at the community college. Neil got really interested in my becoming an electrician and helped me a lot.

There was finally enough money saved to pay for the courses I needed at the community college. The summer after I started babysitting, I let my helper take over most of the responsibility for the business and spent the long, hot days taking classes and studying at home. Neil studied right along with me and was able to quiz me, which meant that I got a thorough grounding in the subjects I needed.

I passed all my classes with flying colors. I was thrilled, and Neil said he's never been so proud of me before. I applied right away for an apprenticeship with a cable TV company in Center City. I could see problems ahead if I got the apprenticeship. There's the commuting for one thing, and for another, an apprenticeship takes four years. But I think we can handle these problems if Neil and I both keep in mind that we'll be ahead in the end when I get my electrician's license.

Finally, a month after I applied, I received notice that I had been accepted as an apprentice. I immediately made arrangements to turn over my babysitting business to the neighbor who had been helping me, and prepared to begin my new career.

UPDATE

I got through my apprenticeship all right, no thanks to Jack and a couple of the other guys who just couldn't stand the idea of "lady electricians." I guess I was really quite a shock to them. They expected "Pat" to be a man. But the rest of the group was very helpful to me and saw to it that I learned an awful lot. After a few months, when I had proven that I could do the work and wouldn't complain about rough conditions, I was accepted as one of the "guys."

The first thing I did as soon as I felt confident enough was to rewire my kitchen. Now I can plug in more than two appliances at once without blowing a fuse. And I did some odd jobs for friends around Tuncott, too. People said it was nice to have a woman come in and do those jobs instead of a grumpy man. Also, there are no local electricians, and people were grateful to be able to get me quickly instead of waiting.

I really think that I should go into business for myself. I could keep on working in Center City, but I've grown to hate driving so far morning and evening. Besides, I think I could do well right here in Tuncott and the surrounding towns. Of course, what I do will depend on how much it would cost to set me up in a business of my own and how much profit I would have to make each month to keep my head above water. But the people in the Tuncott Valley do need an electrician's services, and I would be able to be near Neil and the kids. The more I think about my own business, the better I like the whole idea. Maybe I could get a Small Business Administration loan. It can't hurt to check it out.

5. Now, what will be Pat's total monthly costs?

6. We now know what Pat's expenses will be each month to run her business. Have we left anything out? List any expenses that you think should be included.

7. From talking to other electricians, Pat has found out that they operate on about a 20% profit margin after taking out their own wages. That means that they make as profit one-fifth of the total money they take in after paying wages. They have told Pat that they get $10 to $15 per hour for their work. How much will Pat have to make each month to pay herself at least $10 per hour in wages, working half-time, or 20 hours a week, and still make a 20% profit margin?

Salary = ____ hrs./wk. x $_____/hr. = $_____/wk.

____ wkly. salary x 4 wks./mo. = $_____ salary/month

Expenses $_____

Salary _____

$_____ net without profit

___. / $_____ = $_____ gross income needed
net without profit

8. Pat figures that repairing appliances in homes could account for only about 10 hours a week. Look back at your SAS # 12: "Analyzing Tuncott." What other kinds of work do you think she should get?

9. Using the material you have developed, analyze whether Pat should go into business. Are the cost and profit figures realistic? What changes could she make?

YOUR RECORD AND YOUR RIGHTS

Objectives

1. Students will be able to discuss their school policy on student rights with a school official.

2. Students will be able to answer questions about their school policy on student rights.

Materials

Scenario (blue)
Employment Application Form (optional)
Key to Application (optional)
Student Activity Sheet # 1
Student Activity Sheet # 2 (homework)
School official to discuss student rights (to be arranged in advance)
2 copies of the Buckley Amendment
2 copies of the Lebanon, N.H. School Board Policy on the Collection, Maintenance, and Dissemination of Student Records

Lesson Plan

1. IMPORTANT! This lesson requires students to discuss the school's policy on student records and rights with a school official. You should arrange for this well in advance. Although it is clear that according to the Buckley Amendment, parents have the legal right to see their children's records, the administration of your school may be concerned about this activity. You should be certain to discuss this activity thoroughly with your principal and guidance office. Be discreet. If they are unaware of the Buckley Amendment or if they are aware of it but do not wish students to be aware of it, try to persuade them of the legal ramifications of not observing the letter and spirit of this law. Enclosed for you to read, and for your use with the administration and with students who may request to see them, are copies of the Buckley Amendment (Protection of the Rights and Privacy of Parents and Students) and a copy of the Lebanon, N.H. School Board Policy on the Collection, Maintenance, and Dissemination of Student Records.

Urge the administration to talk frankly with students about this issue and your school's policy. If the policy of your school is to allow students access to their records only under supervision, perhaps the guidance office will arrange for your students to review their records individually with a counselor present to interpret the contents.

2. Have students read the Scenario that introduces Stephanie.

3. (Optional). At this point in the case, Stephanie would logically fill out a job application form. Since your students have already completed a job application for Pat's case, the option to repeat the exercise is provided here if you feel your students need extra practice. If you choose to have them fill out a second application, duplicate the form provided for Pat and have them fill it out at this time. Inclusion of this optional activity will add approximately one-half day to the entire Stephanie case.

4. Hand out copies of SAS # 1. Have students read the activity sheet.

5. Explain to students that for homework they will be asked to answer questions about their school's policy on their records and their rights. Encourage them to take notes on what they learn in talking with the administration.

You may want to hand out copies of the homework activity (SAS # 2) so they know in advance the questions they will be considering for their homework assignment.

Homework

1. Hand out copies of SAS # 2 which students are to read and complete. If your school has a written statement of its policy on student records, such as the Lebanon School Board Policy provided in the Teacher's Guide, it would be ideal for students to have copies for use in completing this assignment.

SCENARIO

I've lived in St. Johnsbury, Vermont all my life. We have really good schools and good teachers there, and I graduated from high school with top grades. I thought about going to college quite a lot during my high school years, but my folks have eight kids, and there was no way they could pay to send me to college. I did want to get some kind of training, though.

My major interest was always law enforcement. I guess I've read and reread every book on the subject in both the town and the school libraries. And I won first prize in the State science fair in my junior year for my project on fingerprinting. My folks and the teachers and guidance counselor at school all thought I'd be a good police officer. My guidance counselor was really enthusiastic about the sex thing, too -- about women entering traditionally male professions, I mean. So in my senior year, I applied to St. Anselm's, the police academy in Manchester, N.H., and was accepted. I got a scholarship that paid most of my tuition. So, after high school graduation, I went off to Manchester for two years.

There were 37 people in my class at St. Anselm's and only three of us were women. We were quite a novelty, especially after calisthenics when everyone was supposed to shower in the locker room. And one of the instructors was a crusty old sergeant who made a point of referring to us as "ladies" in a sarcastic bellow. It's a good thing I have five brothers, too, because I'd heard enough dirty jokes from them so that the locker room talk couldn't bother me. The other two women couldn't take the hassles, though, and both of them quit before the end of the first year.

I knew it wasn't going to be easy to gain recognition in police work, even though I did the best job I could. But I was determined to graduate and find a good job, preferably doing investigative work. Someday, I'd like to be a chief of detectives. So I stuck it out and graduated in June, 7th in my class. Now I have to find just the right job. I don't care if it takes all summer.

YOUR RECORD AND YOUR RIGHTS

One of your most important job-finding resources, or hindrances, is the collection of records that your school maintains, from grades on your transcript to personal notes from guidance counselors and teachers. The same will be true of records that your future employers will maintain. In looking for a job, Stephanie may want to request that her school records be sent to potential employers. It may be in her best interest to know the contents of those records.

According to a recent Federal law, known as the Buckley Amendment, your parents and you (if you are 18 or older) have the right to see whatever is in your school records. Along with this is the right to challenge the content of those records if you feel they are inaccurate, misleading, or otherwise in violation of your privacy and rights. This same law also prevents schools from sending some of the contents of the records to others (schools, employers) without permission of the parents.*

How does your school handle student records and rights? Some people have developed policies that give students the same right of review and challenge as their parents have. Some schools periodically go through the files to throw out contents that a counselor or administrator feels may violate a student's rights. Some schools ask parents and students to sign letters of release, allowing the school to send student records to others without getting special permission each time.

To find out how your school handles student records and rights, your teacher has arranged for you to talk with an administrator or guidance counselor about this. You may wish to ask about your rights in terms of seeing your records, challenging them, and having them sent to others.

Your teacher has a copy of a policy used by many schools in New Hampshire and Vermont. You may wish to read this before or after interviewing the school official. Then, you may wish to compare the policy of your school with this policy.

*If you would like to read the original law, ask your teacher for a copy.

(Approved May 10, 1973)

LEBANON SCHOOL BOARD POLICY

ON

THE COLLECTION, MAINTENANCE AND DISSEMINATION OF STUDENT RECORDS

Schools have always, and will probably continue to maintain rather extensive and intimate information regarding students and their families. Necessarily, the collection, maintenance, and dissemination of this information constitutes a potential intrusion on an individual's privacy. At the same time, society, by its approval of educational institutions, legitimizes such intrusions.

The Lebanon School District is concerned that unless guidelines are adopted regarding students' records, the desirable balance between an individual's right to privacy and the school's need to know will be jeopardized. With this in mind, we would like to adopt the following broad guidelines:

No information should be collected from students without the prior consent of the student and his parents or guardians.

This consent may be given either individually or through the parents' legally elected representatives, the Lebanon School Board.

The responsibility for the collection, maintenance, and dissemination of all student records rests with the Superintendent and his delegates, the building principals.

The Superintendent and his delegates, the building principals, shall develop the necessary administrative guidelines to implement this policy.

All school personnel having access to school records should receive periodic training in implementing the developed guidelines.

All school staff should be held accountable for implementing the developed guidelines, with the emphasis on the rights of privacy of students and parents.

Records should be kept in a secure place at all times.

ADMINISTRATIVE GUIDELINES FOR IMPLEMENTING THE LEBANON, NEW HAMPSHIRE SCHOOL BOARD'S POLICY ON THE COLLECTION, MAINTENANCE AND DISSEMINATION OF STUDENT RECORDS*

I - STUDENT FILE (Regular)

A. (In-put) All students enrolled in the Lebanon School System shall have a "regular" file which shall contain the following:

1. Pupil Identifying Data:

   a. Student's name
   b. Parent or guardian's name
   c. Home address
   d. Parent or guardian's employer
   e. Student's date of birth
   f. Student's place of birth
   g. Appropriate telephone numbers
   h. Student's photograph

2. Educational Information:

   a. Grade or other symbolic representation
   b. Objective comments
   c. Names and addresses of schools where student has been enrolled
   d. Dates of enrollment in school
   e. Record of transcripts sent to other schools or agencies and date sent
   f. Date of graduation
   g. Date student leaves school for reasons other than graduation, as well as reason for leaving
   h. Final rank in class and grade point average

3. Testing Information:

   a. Results of group standardized achievement and/or scholastic aptitude (IQ) tests administered as part of the school's testing program
   b. Results of standardized test results such as the Preliminary Scholastic Aptitude Tests (PSAT): National Merit Scholarship Qualifying Test (NMSQT): College Entrance Examination Board (CEEB): etc. taken by the student for educational placement
   c. Results of General Aptitude Test Battery (GATB): Armed Service Vocational Aptitude Battery (ASVAB): and other similar tests taken for assistance in career planning

4. Other Information:

   a. Attendance
   b. Awards of honors
   c. Participation in school and community activities, work experience, etc.
   d. References to information available in other files (i.e. medical, confidential, etc.)

B. Access

1. Parents may review the information in the regular file with an authorized member of the school staff by scheduling an appointment through the principal's office.

2. The school may, without consent of the parents or student, release any material in the regular file to:

   a. Other school officials, including teachers within the district who have a legitimate interest
   b. Officials of other primary or secondary school systems in which the student intends to enroll

3. The school may, without consent of the parents or students, release the following specific information from the regular file to those individuals or agencies who have a legitimate use for such information:

   a. Date of birth
   b. Date of enrollment
   c. Date of graduation

4. Other than the exceptions listed in 1, 2, 3 above, the school may not release any information contained in the regular school file without:

   a. Written consent of the parents, in which they specify what information may be released to whom
   b. A court order or subpoena. In this event, parents should be notified of the school's compliance with such orders

5. No information should be released over the telephone.

II. - STUDENT FILE (Confidential)

A. (In-put) When appropriate, a "confidential" file will be maintained. This file may contain the following information, which should not be placed in the confidential file without obtaining written parental permission:

1. The results of individual testing (intelligence, psychological, etc.)

2. Confidential reports from other agencies or individuals (medical, educational, psychological, etc.)

3. Reports of referrals to other agencies

B. The following information may also be included in the confidential file with parental knowledge but not necessarily parental permission:

1. Results of staffings held by the school staff

2. Reports of official action taken in disciplinary cases

3. Other pertinent information of a confidential nature (i.e., objective remarks and/or observations regarding long-term behavior)

C. The confidential file shall be kept separate from the regular file and in a secure place. The specific location of this file will be designated by the building principal. Access to the confidential file will be limited to the principal and

1. Other staff members who have specifically been designated by the principal

2. Parents may review the information in the confidential file with an authorized member of the school staff by scheduling an appointment through the principal's office, with the following exception:

a. Reports, test results, and other information that did not originate in the school will not be interpreted to the parents by school officials

3. Reports, test results, and other information that did not originate in the school will not be released to any individual or agency without the consent of the parent and the originating agency or individual

III - PERMANENT RECORD CARDS

A. Any information that may be placed in the "regular" school file may appear on the permanent record card.

IV - TRANSCRIPTS

A. Official Transcripts

1. Contain all pertinent information found on the permanent record card

2. Have the signature of the principal or the individual he designates

3. Have the school seal imprinted

4. Will not be issued to students or parents directly but will be mailed to any agency requested by students or parents

B. Unofficial Transcripts

1. Contain all pertinent information found on the permanent record card

2. Do not have the signature of the principal or any school official

3. Do not have the school seal affixed

4. Will be issued to students and/or parents upon request

V - CLEANING OUT AND/OR THE DESTRUCTION OF SCHOOL FILES

A. Provision shall be made for the periodic review of all data in a student's file. Material that is clearly no longer valid should be discarded at this time.

1. It is recommended that files be reviewed and "cleaned out" no less than three times:

a. at the end of elementary school
b. at the end of junior high or middle school
c. at the end of high school

2. The principal shall determine what is to be discarded, before records are sent on to the next level

B. Destruction of school records

1. Student files may be kept up to five years after a student graduates (or would have graduated, if the student drops out)

2. At the end of five years, all student files, with the exception of permanent record cards, will be destroyed

3. Permanent record cards will be kept in perpetuity

4. Provision shall be made to micro-film all permanent record cards of graduates and drop-outs in order to maintain a duplicate set in the event of loss

VI - CONTINGENCIES NOT COVERED

A. In the event a contingency occurs that is not covered by those guidelines, the decision will be made by the Superintendent or his designee, the principal

UPDATE

The only leads I got when I started job hunting were for traffic control work in St. Johnsbury and surrounding towns. I held out for a couple of months, because I thought being a meter maid would be wasting most of my training. Besides, writing parking tickets sounded pretty dull. Finally, though, I had to give in and take traffic control work here in St. Jay. My folks were always after me for money because I was living at home and they thought I should pay more than I was. I could see their point, but until I found a job, I couldn't pay any more.

Traffic control work was boring after a month or so. All I did day after day was walk along the streets checking parking meters and writing tickets. Once in a while I was given crossing duty in front of a school, or allowed to direct traffic if a traffic light was broken.

Being tied down to this routine was bad enough, but the treatment I got at the station house was worse. Like I said before, dirty jokes don't bother me, but personal insults and rudeness do. No one ever used my name if they could help it. If anyone wanted to talk to me they would call out, "Hey, you!" or "Hey, Meter Maid!" and then snicker. There were loud mutterings about women trying to be men, and comments about my figure. I had to use a filthy bathroom, and my locker was in the hall. I had to buy my own combination lock for it after some practical joker put a dead rat in it one night with a note reading, "Who killed Biggy Rat? Let the Lady Detective find the answer and apprehend the vile killer!"

I kept my temper. I didn't yell or make speeches or cry. I just kept smiling and tried to ignore the nonsense. I did speak to the Chief of Police about the conditions around the station, but he wouldn't do anything about the problems I pointed out to him. I didn't want to press him too far because I had an even bigger issue to bring up with him soon: a promotion.

UPDATE

I was becoming more and more frustrated with my job. All the training I received at St. Anselm's was being wasted while I was stuck doing traffic control work. And I could see all the men I worked with being promoted to more interesting work after a month. That's the way it went, month after month. Every 30 days there were new faces in my department. I was the only permanent rookie on the force.

It made me mad. I'm just as well qualified to do patrol work or to be a detective as any man. In fact, I think I'm better qualified than some of the officers on this force. Certainly, I know more about modern police procedures than some of them do. And it was obvious that the only reason I wasn't promoted to patrol work was because I'm a woman.

I went to the chief and asked for a promotion to a patrol car. He refused to consider my request. His attitude was soothing and reasonable and utterly ridiculous. He treated me like a backward child. I had rehearsed my argument at home, and my parents said that I spoke up well for myself. I know I gave good reasons why I should be promoted. The chief said I should come back in another six months, when I've had more experience.

How can I get experience when he won't give me a chance to do anything but write parking tickets? I was so proud of being a police officer when I graduated from St. Anselm's. Now I feel angry and trapped in a dead-end job.

UPDATE

I saw a notice in the local paper that the department was going to hire a specialist on women's problems. It sounded like a super job from the description. Such issues as family problems, rape, and female juvenile delinquency in our area were discussed in the article. I thought over my qualifications. I've lived in this area all my life and I know the people. I've attended workshops on family counseling and a WISE rape workshop. Most important, I'm a woman. So I decided to apply for the job.

I was granted an interview and asked to submit a resumé. I updated mine to include the workshops I had attended and sent it in. I had my hair done the day of the interview and arrived 45 minutes early. There was another woman ahead of me. She was much older, probably in her late thirties, and I saw a wedding ring on her finger. She seemed very confident and was chatting with the receptionist like an old friend. My self-confidence took a nose dive.

When my name was called, I went to an adjoining room for my interview. I was very surprised to see seven men and a woman waiting for me instead of the one or two people I was expecting. I got really scared for awhile, but I felt better when everyone was friendly and pleasant. The woman seemed especially anxious to put me at ease.

But then one of the men started asking very personal questions, such as was I married, did I have a boyfriend, did I use birth control, what were my plans for a family? I think I kept pretty cool; I said that I had no plans for marriage or a family in the foreseeable future, and that my career was the most important thing in my life.

I was told at the end of the interview that a final decision on the applicants would be made within two days. I heard nothing about the job for over two weeks. Finally, I called the chief of police who told me that the job had gone to a man who would graduate from St. Anselm's in another month. That was all he would say. I made some quiet inquiries, and discovered that the man who was hired was married and already had a brother, a cousin, and several friends on this and a neighboring police force. His experience and qualifications in the field of women's problems were zero. As far as I could make out, the only reason he got the job was because he needed a job when he graduated and because his friends spoke up for him.

I was simply furious. Obviously, I had never had a chance at the job. The interview I had had was just to make the department look good -- so no one could say they were discriminating.

Well, I think I have been discriminated against! I haven't gotten ahead in my job at all, while every man who has come on the force in the last year has been promoted right away. I've been hassled at the station with dirty jokes and had to clean the women's bathroom before I dared to use it, and things like that. Those guys would never behave like that in front of their wives. And now a man with no qualifications and no police experience was chosen over me for the job in women's problems.

I wonder if I'll ever get ahead, or if I'll be writing parking tickets forever. I wonder if I can cope with the same dull routine day after day. Maybe I should make an issue out of this discrimination thing, and yell my head off to the Burlington Free Press, the Caledonian Record, and other newspapers. I could start a lawsuit or go to the police review board with my complaints. Or, I could just quit police work entirely, and find another job where I could get ahead.

WELFARE: TRUE OR FALSE

To be able to receive welfare, Evelyn probably had to do several things. First, she called or went to the welfare office in her area to make an appointment to apply for welfare. At the appointment, Evelyn talked to a social worker, or case technician, who helped Evelyn fill out an application form. Evelyn had to show the social worker such items as her bank statement, rent receipts, utility bills, phone bills, and fuel bills. This was so the social worker could figure out how much money Evelyn would need to support herself and Sandy every month. Once the social worker had approved Evelyn's application and Evelyn began to receive money, there were certain rules she had to follow to remain eligible for welfare payments.

As you have seen, Evelyn feels depressed about being on welfare. She thinks it's a disgrace to take money she hasn't earned. There is no need for Evelyn to feel this way. Welfare is a service for those who are in need. People like Evelyn who meet the eligibility standards have the right to receive welfare assistance to enable them to live in a healthy way.

Perhaps if Evelyn knew more about what welfare is for and what the rules are, she would not feel so depressed. What do you know about welfare that you could share with Evelyn?

Let's find out. The following page is called "Welfare: True or False." There are 15 statements on it about welfare. Some of the statements are true, some are false. At the end of each statement are two blanks marked T or F. Read each statement carefully and decide whether it is true or false. Place a check mark (✔) in the blank marked T if you think the statement is true. Check F if you think the statement is false.

When you are finished, get an answer sheet from your teacher. Place an X beside the statements where you made mistakes. Count the number of X's on your paper. If you got 3 or less wrong, you know quite a lot about welfare. If you got 4 to 7 wrong, you know more than most people about welfare or you're a good guesser. If you got 8 to 12 wrong, you're either not very good at true-false quizzes or you don't know much about the subject. If you got 13 or more wrong, just be thankful this quiz doesn't count as part of your grade for this course!

Free literature about welfare rights and programs is available at district welfare offices, legal assistance offices, and food stamp offices. If you have a question about welfare, call or visit the district office nearest you.

NEW HAMPSHIRE WELFARE: TRUE OR FALSE

1. Only mothers are eligible for Aid to Families with Dependent Children (ADFC) payments on behalf of their children. T ____ F ____
2. Food stamps are controlled by the Department of Social Welfare. T ____ F ____
3. If you are receiving any kind of welfare assistance, you must report any change of income (raise, loss of job, etc.) to the Department of Social Welfare. T ____ F ____
4. Once you are receiving welfare payments, you need not work again until your children are 18 years of age. T ____ F ____
5. If you are receiving AFDC payments, you must report the name of an absent parent to the Department of Social Welfare so that child support payments can be collected for you. T ____ F ____
6. You don't need to report any change in the number of people living in your home. T ____ F ____
7. Food stamps will buy anything you want, including cigarettes, beer, pet food, and soap. T ____ F ____
8. You must be 65 years old to qualify for medical assistance (Medicaid). T ____ F ____
9. You can receive AFDC payments and hold a job at the same time. T ____ F ____
10. The Department of Social Welfare will pay part of your child care expenses while you work if you use a licensed day-care center or licensed babysitter. T ____ F ____
11. The New Hampshire AFDC program provides assistance to both one-parent families and families where both able-bodied parents are in the home. T ____ F ____
12. You can buy nonprescription medicines such as aspirin with your Medicaid card. T ____ F ____
13. You must undergo a welfare review process every six months. T ____ F ____
14. You are not allowed to own a car if you receive welfare assistance. T ____ F ____
15. If you are an AFDC parent, you must sign up for the WIN (Work Incentive) Program for work or training if you're not caring for a child under six in your home. T ____ F ____

VERMONT WELFARE: TRUE OR FALSE

1. Only mothers are eligible for Aid to Needy Families with Children (ANFC) payments on behalf of their children. T ____ F ____

2. Food stamps are controlled by the Department of Social Welfare. T ____ F ____

3. If you are receiving any kind of welfare assistance, you must report any change in income (raise, loss of job, etc.) to the Department of Social Welfare. T ____ F ____

4. Once you are receiving welfare payments, you need not work until your youngest child is 18 years of age. T ____ F ____

5. If you are receiving ANFC payments, you must report the name of an absent parent to the Department of Social Welfare so that child support payments can be collected for you. T ____ F ____

6. You don't need to report any change in the number of people living in your home. T ____ F ____

7. Food stamps will buy anything you want, including cigarettes, beer, pet food, and soap. T ____ F ____

8. You must be 65 years old to qualify for medical assistance (Medicaid). T ____ F ____

9. You can receive ANFC payments and hold a job at the same time. T ____ F ____

10. The Human Services Department will pay all or part of your child care expenses while you work if you use a licensed day-care center or licensed babysitter. T ____ F ____

11. A single parent cannot qualify for ANFC payments if he or she has more than $900 in financial assets. T ____ F ____

12. You can buy nonprescription medicines such as aspirin with your Medicaid card. T ____ F ____

13. You must undergo a welfare review process every six months. T ____ F ____

14. You are not allowed to own a car if you receive welfare assistance. T ____ F ____

15. If you are an ANFC parent, you must sign up for the WIN (Work Incentive) Program for work or training if you're not caring for a child under six years of age. T ____ F ____

NEW HAMPSHIRE WELFARE QUIZ: ANSWER SHEET

1. False. Although Aid to Families with Dependent Children (AFDC) is sometimes referred to as "mothers' aid," fathers can also be eligible for AFDC payments on behalf of their children.

2. False. The Food Stamp Program is controlled by the U.S. Department of Agriculture.

3. True This applies to any change in income of any member of the family.

4. False. You must either find a job on your own or sign up for work or training with the Work Incentive (WIN) Program when your youngest child is 6.

5. True. This is a new Federal program and you must comply if you need AFDC payments. Information you give is kept confidential.

6. False. If someone leaves your home, or if someone comes to live with you, you must report it to the Welfare Department because it might affect the amount of money you receive.

7. False. You can only buy food items or plants and seeds to grow food with your food stamps.

8. False. Low-income persons may be eligible for Medicaid if they are under 21 or over 65, or between those ages if they are disabled or have young children in their care.

9. True. If you cannot earn enough money at your job to support your family, you may still be eligible to receive AFDC payments.

10. True. If you do not earn enough money to pay for child care, you may be eligible for this service.

11. False. The New Hampshire AFDC program does not provide assistance to families where both able-bodied parents are living in the home.

12. False. Medicaid covers hospital care, doctors' bills, dental and eye care (for children only), home health care, nursing home care, and prescription medicines.

13. True. You must show proof of all your expenses and financial resources to the Welfare Department every six months.

14. False. If you own a car, you cannot be forced to sell it to receive welfare payments.

15. True. If you are not caring for a child under six in your home, you must sign up for the WIN Program, unless there is a very good reason why you shouldn't.

VERMONT WELFARE QUIZ: ANSWER SHEET

1. False. Although Aid to Needy Families is sometimes referred to as "mothers' aid," fathers can also be eligible for ANFC payments on behalf of their children.

2. False. The Food Stamp Program is controlled by the U.S. Department of Agriculture.

3. True. This applies to any change in income of any member of the family.

4. False. You must either find a job on your own or sign up for work or training with the Work Incentive (WIN) Program when your youngest child is six years old.

5. True. This is a new Federal program and you must comply if you need ANFC payments. Information you give is kept confidential.

6. False. If someone leaves your home or if someone comes to live with you, you must report it to the Welfare Department because it might affect the amount of money you receive.

7. False. You can only buy food items or plants and seeds to grow food with your food stamps.

8. False. Low-income persons may be eligible for Medicaid if they are under 21 or over 65, or between those ages if they are disabled or have young children in their care.

9. True. If you cannot earn enough money at your job to support your family, you still may receive ANFC payments.

10. True. If you do not earn enough to pay for child care, you may be eligible for this service. The Human Services Department is separate from the Department of Social Welfare, though it may be located at the same place.

11. True. A single-parent family may have up to $900 in financial resources. A two-parent family may have up to $1800.

12. False. Medicaid covers hospital care, doctors' office bills, dental and eye care (for children only), home health care, nursing home care, and prescription medicines.

13. True. You must show proof of all your expenses and financial resources to the Welfare Department every six months.

14. False. If you own a car, you cannot be forced to sell it to receive welfare.

15. True. If you are not caring for a child under six in your home, you must sign up for the WIN Program, unless there is some very good reason why you shouldn't.

UPDATE

I could marry Charley. We've been dating for several months and I know that he wants to marry me. He makes a good living -- he drives a truck for Decato Brothers in Lebanon -- and he worships Sandy. Charley's 33, quite a bit older than me, but I don't think that matters. I don't feel the age difference when we're together. He's gentle and kind, and we have a lot of fun together.

Of course, I know he's not perfect. Sometimes he drinks too much, and he's a little too possessive of me. We're not even engaged yet, but Charley acts like he owns me. I've asked him not to be that way, but I really don't think he can help it. I think some woman hurt him very badly one time, and it makes him feel that all women might do that. I'm not complaining, because I know that when you marry somebody you have to accept him with all his faults as well as his good points. And I really do like Charley.

I feel scared about marriage, though. I keep thinking about how badly Jack and I failed. It was because both of us were immature, and I hope I've learned from that experience and grown up a lot since then. But I'm afraid to take the chance of failing again. I think I still have some maturing to do. If I say no to Charley, I might lose him. I don't know if he'll understand and wait for me to be ready to get married again.

UPDATE

So far I have talked about staying on welfare for awhile longer and about the possibility of marrying Charley. I think I have pretty much ruled out staying on welfare. I know I could get some kind of a job and still receive aid, but I really want to be self-supporting. Because I have no job-related skills, I would probably only get minimum wage. So, most of what I could earn would have to go for a babysitter for Sandy.

I'm still thinking about marriage. It would be an easy way out of this mess, but would that be fair to Charley or me? I'm not sure I want to get married again this soon, and if I did marry him, I'd want it to be for the right reasons. Marrying someone just to have a steady income doesn't seem right to me.

There is another alternative to consider. I could go home and stay with Mom and Dad. I would have a built-in babysitter for Sandy; Mom would love to take care of her. I would have little or no rent to pay while I was job hunting. The Danbury House where I worked while I was in high school isn't far from Mom's and I think I could get work there. The tips are pretty good. If I got a job there and lived at home, I could save some money.

Those are the good points about going home. On the other hand, Mom and I have never agreed about anything. I love her and all that, but she has such old-fashioned ideas about smoking and clothes and men. And she's awfully bossy, always sure her opinion is the right one. Every time Mom comes to my apartment, she finds something to criticize. I smoke too much, or Sandy's jacket isn't warm enough, or how often does Charley come over? She says Charley is too old for me. The last time she came over, I had to slap Sandy's hand for some mischief, and Mom reacted as if I were beating Sandy. "She's just a baby!" Well, maybe she is, but she has to learn right from wrong sometime, and I want to start before it's too late. If I went home, I'm afraid discipline is only one of the things we would argue about.

It's funny how other people so often influence our decisions. One of the reasons I got married so young was that Mom was against it, and my best friend in high school was getting married and said I should too. And my social worker is the person who influenced me to start thinking about my alternatives. Charley influences me emotionally, and Sandy's influence on me is her dependency. I guess no one ever makes a decision without thinking about how that decision will affect other people, either how they will feel, what they will say, or what they need. But the most important person in the whole group is me, the one who really has to decide.

UPDATE

I've been considering vocational training, too. My social worker told me I could probably get a Basic Education Opportunity Grant to pay for training in something I'd like to do. She said to consider my interests first, and then once I have them narrowed down, find out which vocational schools offer training in those areas. She said I should also find out about the job market for any skills I want to have, so I'll know if it is worth learning them.

Well, I've always liked fooling around with people's hair. I've been fixing my friends' hair since I was a kid. Beauty is a big business these days. I know I could do well at that. There are at least two good beautician schools in Manchester, Shirley's School of Hair and Skin and Michael's School of Hair Design. I've already sent for brochures from both places. I bet I could get in, and if I did well, I would have a job that I could always fall back on.

Of course, if I went to school that far away, I'd have to get an apartment and somebody to care for Sandy. I don't want to leave her with Mom. Sandy is my responsibility. I don't know anyone in Manchester, but I am sure there must be babysitting referral services. I could ask my social worker and she could find out. Another thing would be not seeing Charley so often. I'd really miss him a lot. But we could visit on weekends, and maybe it would be a good test of our feelings for each other. It's something to think about anyway.

VERMONT VOCATIONAL TRAINING OPPORTUNITIES

Vermont has many vocational training opportunities for those of you who are interested in learning a skill or trade. In the next few minutes, we will discuss what is available, where to find it, and how to track down more information about your particular interest. Once you have a pretty good idea about what it is that you want to do for a living, the most important step is knowing how to go about getting the best training you can.

Vermont has its own special characteristics which you should consider when choosing a vocation. Farming, the traditional mainstay of Vermont's economy, has been declining rapidly and will continue to do so. New jobs have come primarily in the recreation industry with the rise of ski areas and tourism. Experts are divided on the question of Vermont's economic future, but it is fairly certain that the changes in Vermont's job outlook will affect your future. It is always wise to check to see if there is a need for an occupation in your area before you begin training, unless you are willing to leave your area in search of a particular job. The state of Vermont keeps up-to-date statistics about the labor market in your area. To find out what the future looks like in your chosen field, you can contact the nearest Vermont Job Service office and ask them for information. More about Vermont Job Service will be mentioned again later, because it is an excellent way to find out about jobs in your area.

Suppose that you are not sure of what you want to do for a living. You may wish to take a vocational interest or an aptitude test which will help to pinpoint your interests, skills, and abilities. Some high schools offer vocational tests during the course of the school year; other schools only offer the tests to students who express an interest. Check with your guidance office about vocational tests offered through your high school. If your school does not have a testing service, you should contact the nearest Vermont Job Service. They offer the General Aptitude Test Battery (or GATB), an ability test, and the Kuder Preference Test, a vocational interest inventory. Both tests help to translate your interests and abilities into occupational choices. It does not cost any money to take either test, and they may prove helpful to you as you try to make some decisions about vocational training.

In Vermont, many areas have established vocational centers. The towns of Hartford and Bradford, for example, have vocational centers which specialize in training you for specific jobs. You can receive training in subject areas such as auto mechanics, electrical repair, carpentry, secretarial skills, forestry, horticulture, drafting, child care, and graphic arts. Although many of these occupations have traditionally been associated with one sex or the other, vocational schools are now expanding their programs to include both men and women, in all fields. So, no one should exclude this possibility without investigation. If you are interested, you should see your guidance counselor for more information.

Another method of learning a skill or trade is through an apprenticeship. This means that you work at the job while learning the skills necessary to be a competent worker. Occupations which commonly train new workers through apprenticeships are such areas as carpentry, electricity, and plumbing. Similar to this type of program is on-the-job training (or OJT) which many agencies

VERMONT VOCATIONAL TRAINING OPPORTUNITIES (cont.)

and businesses prefer. On-the-job training allows you a specified time period in which to learn a set of skills before you become a regular employee with full job responsibilities. Government and private agencies often assist with the costs of on-the-job training programs.

Still another way to learn a skill is through a correspondence course. Some of you may not want to, or may not be able to, leave home for school or training after high school. In some cases, your financial situation may force you to start work right away in order to earn money, even if the job you get is not in your chosen field. In that case, you might consider taking correspondence courses at home. Let's say you wanted to train to become a dental assistant. The University of North Carolina offers a degree program by correspondence. This is just one example; many other schools have similar extension programs. Your guidance office has brochures about many such programs.

In 1973, the U.S. Congress passed the Comprehensive Employment and Training Act, commonly known as CETA, to meet the training needs of local communities. In Vermont, there are two agencies which provide most of the CETA services. They are the Champlain Valley Work and Training Programs (or CVWTP) and Orleans County Community Service Agencies (or OCCSA), in northern Vermont. CVWTP has offices all over the state, except in northeastern Vermont which is served solely by OCCSA. Primarily set up to provide training for disadvantaged people, CVWTP administers federal funds to help secure jobs and training for Vermonters who are economically disadvantaged and unemployed. In addition, they also provide summer jobs and training programs particularly for young people under 21. You may qualify for one of these federal training programs. To find out, you should contact the nearest Vermont Job Service office and ask about CETA services in your area.

We have just discussed CVWTP, one agency located near you which may help you get skills training. There are other important agencies, run by the state, which you should be aware of. The Vermont Job Service, which we mentioned as a resource for occupational testing, is an agency you should be familiar with. Vermont Job Service offices are located all around the state and are listed in the telephone book. They offer a variety of services. First, they have a computerized job bank which shows at a glance what jobs are available, not only in your area, but also all over the state. Secondly, they can tell you what the prospects are for jobs in your chosen field. Third, the job services run on-the-job training programs with area businesses, and can tell you if you qualify to enter such a program. Lastly, the Vermont Job Service can refer you to other state agencies which can help you in your job or training search.

One such agency is the Vermont State Department of Vocational Education (or Voc. Ed.). The Department of Voc. Ed. is given power by the state to send qualified applicants to school to learn a skill. Often people are referred to out-of-state schools if the desired program is unavailable here in Vermont. Financial need is a determining factor to qualify for Voc. Ed. services. To find out if you qualify, contact the Vermont Job Service for more information.

If you are physically handicapped or have employment barriers such as a learning disability, the Department of Vocational Rehabilitation may be able to help you get training. The Vermont Job Service can tell you about this resource as well.

VERMONT VOCATIONAL TRAINING OPPORTUNITIES (cont.)

Some of you may have thought about college after you finish high school. Most people don't realize that in Vermont alone, there are 24 colleges and universities. There is one college specifically set up to provide technical training -- Vermont Technical College in Randolph Center, Vermont. Vermont Tech. offers a one-year introductory program to aid students in making career decisions, as well as two degree programs: an associate degree in applied science, and an associate degree in engineering technology. Courses include agricultural management, surveying, civil engineering technology, and technical secretarial skills. The Vermont Technical College is part of the Vermont state college system which also includes Castleton State College, Community College of Vermont, Johnson State College, Lyndon State College, University of Vermont, and State Agricultural College. Some of these colleges offer specific vocational programs in areas such as law enforcement, agriculture, clerical training, and business.

The type of job you are interested in being trained for should be your guide to finding the right training program. It is wise to be aware of schools outside Vermont which may offer the type of program you want. For example, if you live in central or southern Vermont, you may want to look into New Hampshire Technical College which has a branch in Claremont, New Hampshire, near the Vermont border. Other states have vocational programs as well that are worth looking into and considering.

If you have thought about continuing your education past high school, you have probably wondered about how you are going to pay for it. Vermont has various scholarship and loan programs that can be helpful. Many Vermont high schools take part in a program called Talent Search which is funded by the U.S. Office of Education and is hosted by the Vermont Student Assistance Corporation (or VSAC). Talent Search seeks to encourage and assist young people to continue their education beyond high school. If your school participates, a counselor from Talent Search will help you figure out your educational plans and how to pay the costs. Ask your guidance counselor about Talent Search or contact the Vermont Student Assistance Corporation office in Burlington.

You may have heard of a scholarship program called Basic Educational Opportunity Grants. This is a federal scholarship program based on financial need aimed at helping students pay for further education. Financial need is determined by a confidential statement submitted by your parents stating their income. It considers the family's income in light of projected educational costs. Your guidance counselor has application forms. You can also get an application form from the school you plan to attend. With the help of the Basic Educational Opportunity Grant, you can receive up to $1,400 a year for educational costs. Another federal scholarship program, called Supplemental Educational Opportunity Grants, allows up to $1,500 a year for educational costs. Again, qualification for assistance is determined by financial need.

In addition to those federal programs, the state of Vermont offers two scholarship programs: Vermont State Incentive Grants and Vermont Senatorial Scholarships. Vermont State Incentive Grants are available to any Vermont residents who have not already received a Bachelors Degree and who plan to attend approved post-high school institutions. Grants are also available for Vermonters who are enrolled at the University of Vermont's College of Medicine and Veterinary Medicine programs. Incentive grants range from $200 to $1,650, depending

VERMONT VOCATIONAL TRAINING OPPORTUNITIES (cont.)

on the institution the applicant plans to attend. These grants are also awarded on the basis of financial need.

Vermont Senatorial Scholarships have similar eligibility requirements. They range from $100 to $300. You can apply for these directly through your state senator. Again, financial need is the determining factor.

Most colleges and vocational schools have financial aid offices specifically set up to help you find ways to pay for your education. Many schools have a work/study program which allows you to work part time while in school to earn money to help pay for your education. Also most schools participate in federal loan programs. The two most well known of these are National Direct Student Loans and the National Student Defense Loans. You must be a citizen and be accepted to school as at least a half-time student to qualify. You may borrow up to $1,500 per academic year under this program. Applications are available at all participating Vermont lending institutions -- banks, or credit unions, or at college financial aid offices, or from VSAC.

Again, your guidance counselor will be able to tell you more about these loan programs. The rule is NEVER assume that you are not eligible for financial assistance! Regardless of your parents' income, with the high cost of education today, you may be eligible for scholarships and loans. Check out all possibilities.

Now, let's briefly review some of the information that has been presented: types of training, where to find it, and how to pay for it. The most important thing to remember is that there are opportunities in Vermont for vocational training, and you should know how to go about finding them. Use the following resources and people; it's their job to help you.

1. Your guidance counselor: He or she has extensive collections of career information. If they don't have an answer to your question, they will usually know where you can get an answer. They also have catalogs from many schools for you to look through.

2. School and public libraries are another source of information on careers and jobs. The librarian can help you find what you are looking for.

3. Business establishments: Local merchants have a wealth of information on jobs and good sound career advice. Many are more than willing to sit down and discuss your future with you.

4. Trade unions, employers' associations, and professional societies often have local branches. Staff members are happy to provide career information for the occupations or industries in which they are involved.

5. Vermont Job Service: The Job Service offers vocational testing, information about available jobs, labor market data, information about CETA services, the Department of Vocational Education, and the Department of Vocational Rehabilitation. It also offers employment counseling and referral to other training opportunities.

VERMONT VOCATIONAL TRAINING OPPORTUNITIES (cont.)

6. The Vermont Student Assistance Corporation is one of the best sources of information about loans and scholarship aid to students pursuing post-high school education. If your counselor is not familiar with VSAC, you can contact them directly in Burlington.

7. The Occupational Outlook Handbook: Every year, the U. S. Department of Labor compiles a comprehensive list of occupations with predictions of future demand. Every conceivable occupation is listed in the handbook. Along with a description of the nature of the occupation, there is information regarding training and qualifications, earnings, and working conditions. It is one of the best single resources for anyone interested in job information. Your guidance office or school library should have a copy of this handbook.

8. Governor's Commission on the Status of Women: This commission was created a few years ago to look at the realities women face in Vermont. One area they have given a lot of attention to is how women are doing in the job market and what changes need to be made. Periodically, the commission holds workshops for women to inform them of training opportunities and job prospects. It is possible that some of your teachers may be involved in those programs. You can find out about these programs by contacting local service agencies or by writing to the Governor's Commission on the Status of Women in Montpelier.

9, Yourself: Use your own common sense. No one expects you to have hard and fast career goals set in the next few months. As time goes by, your values may change, and your career plans will probably change as well. Be sensitive to your likes and dislikes, and follow through to get the information and help you need to make career choices.

You have just heard about a variety of opportunities and programs available to you. It will be up to you to decide which road to take. Don't be pushed or hurried into making career choices, but, remember, if you don't decide, someone else will decide for you, and you may be forced to work at a job you neither like nor are qualifed for.

The best time to make career decisions, even if only tentative ones, is when you are still in high school. While in school, you have the time to consider your alternatives and make some decisions about the kind of job you would like to have so that you can begin to work toward that goal.

NEW HAMPSHIRE VOCATIONAL TRAINING OPPORTUNITIES

New Hampshire has many vocational training opportunities for those of you who are interested in learning a skill or trade. In the next few minutes, we will discuss what is available, where to find it, and how to track down more information about your particular interest. Once you have a pretty good idea about what it is that you want to do for a living, the most important step is knowing how to go about getting the best training you can.

New Hampshire has its own special characteristics which you should consider when choosing a vocation. In the next few years in New Hampshire, most new jobs will be created in the areas of manufacturing of durable goods and service occupations. It is certain that whatever the changes in New Hampshire's job outlook, those changes will affect your future. It is always wise to check and see if there is going to be a need for an occupation in your area before you begin training, unless you are willing to leave your area in search of a particular job. The state of New Hampshire keeps up-to-date statistics about the labor market in your area. To find out what the future looks like in your chosen field, you can contact the nearest New Hampshire Job Service, also known as the Department of Employment Security, and ask them for information. More about the New Hampshire Job Service will be mentioned later, because it is an excellent way to find out about jobs in your area.

Suppose that you are not sure of what you want to do for a living. You may wish to take a vocational interest or aptitude test which will help to pinpoint your interests, skills, and abilities. Some high schools offer vocational tests during the course of the year; other schools only offer certain tests to students who express an interest. Check with your guidance counselor about vocational tests that might be offered through your high school. If your school does not have a testing service, you can contact the nearest New Hampshire Job Service office. They offer the General Aptitude Test Battery (abbreviated GATB), an ability test, and an Interest Check List, which is a vocational interest inventory. Both tests help to translate your interests and abilities into occupational choices. It does not cost any money to take either test, and they may prove helpful to you as you try to make some decisions about a job or vocational training.

In New Hampshire, some areas have established vocational centers, for example in Lebanon and Plymouth, which specialize in training you for specific jobs. You can receive training in subject areas such as auto mechanics, electrical repair, carpentry, secretarial skills, forestry, drafting, child care, and graphic arts. Although many of these occupations have traditionally been associated with one sex or the other, vocational schools are now expanding their programs to include both men and women, in all fields. So, no one should exclude this possibility without investigation. If you are interested in what is available in your area, you should see your guidance counselor for more information.

Another method of learning a skill or trade is through an apprenticeship. This means that you work at a job while learning the skills necessary to be a competetent worker. Some occupations which commonly train new workers through apprenticeships are carpentry, electricity, and plumbing. Similar to this type of program is on-the-job training (abbreviated OJT) which many agencies and businesses prefer. On-the-job training allows you a specified period of time in which to learn a set of skills before you become a "regular" employee

NEW HAMPSHIRE VOCATIONAL TRAINING OPPORTUNITIES (cont.)

with full job responsibilities. Government and private agencies often assist with the costs of on-the-job training programs.

Still another way to learn a skill is through a correspondence course. Some of you may not want to, or may not be able to, leave home for school or training after high school. In some cases, your financial situation may force you to start work right away in order to earn money, even if the job you get is not in your chosen field. In that case, you might consider taking correspondence courses at home. Let's say you want to train to become a dental assistant. The University of North Carolina offers a degree program by correspondence. This is just one example; many other schools have similar extension programs. Your guidance office has brochures about many such programs.

In New Hampshire, there are several agencies which provide most of the Comprehensive Employment and Training Act (CETA) services. Two of these are Grafton CETA in Plymouth and Southwest Manpower in Claremont. Primarily set up to provide training for disadvantaged people, both these agencies administer federal funds to help secure jobs and training for unemployed New Hampshire residents who are economically disadvantaged. In addition, they provide summer jobs and training programs specifically for young people under 21. You may qualify for one of these federal training programs. To find out, you should contact the nearest New Hampshire Job Service and ask about CETA services.

Grafton CETA and Southwest Manpower are only two agencies located near you which may help you get skills training. There are other important agencies, run by the state, which you should be aware of. The New Hampshire Job Service, which we mentioned as a resource for occupational testing, is an agency you should be familiar with. New Hampshire Job Service offices are located all around the state and are listed in the telephone book. They offer a variety of services. First, they have a computerized job bank which shows at a glance what jobs are available, not only in your area, but all over the state. Second, they can tell you what the prospects are for jobs in your chosen field. Third, they provide a referral service to local on-the-job training programs, sponsored by other agencies, and can tell you if you qualify to enter such a program. Last, the New Hampshire Job Service can refer you to a variety of state and private agencies which can help you in your job or training search.

One such agency is the New Hampshire State Department of Vocational Education (Voc. Ed.). The Department of Voc. Ed. is given power by the state to send qualified applicants to school to learn a skill. Often people are referred to out-of-state schools if the desired program is not available here in New Hampshire. Financial need is a determining factor to qualify for Voc. Ed. aid. To find out if you qualify, contact the New Hampshire Job Service for more information.

If you are physically handicapped or have employment barriers such as a learning disability, the Department of Vocational Rehabilitation may be able to help you get training. Your guidance office is the best source of information about this service.

NEW HAMPSHIRE VOCATIONAL TRAINING OPPORTUNITIES (cont.)

Some of you may have thought about going on to college after you finish high school. Most people don't realize that in New Hampshire alone there are ten public colleges and universities. These ten institutions are the University of New Hampshire, Plymouth State College, Keene State College, the New Hampshire Vocational Technical Institute in Concord, and the six Vocational Technical Colleges located in Berlin, Claremont, Laconia, Manchester, Nashua, and Portsmouth. The New Hampshire Vocational Institute (NHVI) is a vocational school offering an associate degree in a variety of technical fields. NHVI students frequently transfer to a four-year college to get a Bachelor of Arts Degree once they've completed their Associate of Arts Degree.

The six Voc. Tech. colleges offer certificates of completion in their programs that are one year or less in length and grant an Associate in Applied Science Degree for completion of their two-year program. The Voc. Tec. colleges offer degree programs in vocational areas such as Industrial Electronics, Automotive Mechanics, Building Construction, Secretarial Sciences, and Health Occupations.

The type of job you are interested in being trained for should be your guide in finding the right training program. It is also wise to be aware of schools outside New Hampshire, especially those in neighboring states such as Vermont and Maine, which may offer the type of program you want.

You may have heard of a scholarship program called Basic Educational Opportunity Grants. This is a federal scholarship program based on financial need aimed at helping students pay for further education. Financial need is determined by a confidential statement submitted by your parents stating their income. It considers your family's income in light of projected educational costs. With the help of the Basic Educational Opportunity Grants, you can receive up to $1,400 a year for educational costs. Another federal scholarship program, called Supplemental Educational Opportunity Grants, allows up to $1,500 a year for educational costs. Again, qualification for assistance is determined by financial need. Your guidance counselor should have application forms, or you can get application forms from the school you plan to attend.

In addition to those federal programs, the state of New Hampshire offers an in-state program: New Hampshire State Incentive Grants. New Hampshire State Incentive Grants are available to any New Hampshire residents who have not already received a Bachelors Degree and who plan to attend approved post-high school institutions. Incentive Grants range in assistance, depending on the institution the applicant plans to attend. These grants are awarded on the basis of financial need.

Most colleges and vocational schools have financial aid offices specifically set up to help you find ways to pay for your education. Many schools have a work/study program which allows you to work part time while in school to earn money to help pay for your education. Also, most schools participate in federal loan programs. The two most well known of these are the National Direct Student Loan and the National Student Defense Loan. The state of New Hampshire also has a loan program called New Hampshire Guaranteed Student Loans. Applications are available at all participating New Hampshire lending institutions -- banks or credit unions -- or at college financial aid offices.

NEW HAMPSHIRE VOCATIONAL TRAINING OPPORTUNITIES (cont.)

Again, your guidance office will be able to tell you more about these loan programs. The rule is NEVER assume that you are not eligible for financial assistance! Regardless of your parents' income, with the high cost of education today, you may be eligible for scholarships and loans. Check out all possibilities.

Now, let's briefly review some of the information that has been presented: types of training, where to find it, and how to pay for it. The most important thing to remember is that there are opportunities in New Hampshire for vocational training, and you should know how to go about finding them. Use the following resources and people. It's their job to help you.

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2. School and public libraries are another source of information on careers and jobs. The librarian can help you find what you are looking for.

3. Business establishments: Local merchants have a wealth of information on jobs and good sound career advice. Many are more than willing to sit down and discuss your future with you.

4. Trade unions, employers associations, and professional societies often have local branches. Staff members are happy to provide career information for the occupations or industries in which they are involved.

5. New Hampshire Job Service, or the Department of Employment Security: The Job Service offers vocational testing, information about available jobs, labor market data, and information about CETA services, the Department of Vocational Education, and the Department of Vocational Rehabilitation. It offers employment counseling and referral to other training opportunities as well as referral to existing jobs.

6. The Occupational Outlook Handbook: Every year, the U.S. Department of Labor compiles a comprehensive list of occupations with predictions of future demand. Every conceivable occupation is listed in the handbook. Along with a description of the nature of the occupation, there is information about training and qualifications, earnings and working conditions. It is one of the best single resources for anyone interested in job information. Your guidance office or school library should have a copy of this handbook.

7. Yourself: Use your own common sense. No one expects you to have hard and fast career goals set up in the next few months. As time goes by, your values may change, and your career plans will probably change as well. Be sensitive to your likes and dislikes and follow through to get the information and help you need to make career choices.

NEW HAMPSHIRE VOCATIONAL TRAINING OPPORTUNITIES (cont.)

You have just heard about a variety of opportunities and programs available to you. It will be up to you to decide which road to take. Don't be pushed or hurried into making career choices, but, remember, if you don't decide, someone else will decide for you, and you may be forced to work at a job you neither like nor are qualified for.

The best time to make career decisions, even if only tentative ones, is when you are still in high school. While in school, you have the time to consider your alternatives, and make some decisions about the kind of job you would like to have so that you can begin to work toward that goal.

JOB PREFERENCE

In the space below headed "job," list as many jobs as you can think of in your area. Try to list at least ten. Choose five of the jobs you've listed and decide which one you would like most to do. Number that job 1 in the space headed "number." Decide which job you would like least. Number that job 5. Then number the other three jobs 2, 3, or 4 in order of your preference.

After you have numbered the five jobs, write in the space headed "skills" any special skills you have that you think might help you get that job.

EXAMPLE

JOB	NUMBER	SKILLS
cab driver	3	good driving ability, ability to get along with people

YOUR LIST

JOB	NUMBER	SKILLS

BUDGET WORKSHEET GUIDE

The basic Aid to Needy Families with Children (ANFC) grant for a family of four like Terri's is $399.00 per month.* There is also a shelter allowance, i.e., for rent and utility costs, which in Terri's case is $116.00 per month. Terri's welfare caseworker added the two figures:

$$\begin{array}{rr} & \$399.00 \\ + & 116.00 \\ \hline & \$515.00 \end{array}$$

The $515.00 is called the budget, and is the approximate amount of money Terri needs every month to support herself and her children. But the State legislature only appropriated enough State funds to allow the Department of Welfare to give its clients 75.6% of the money they need.

$$\begin{array}{rr} & \$515.00 \\ \times & .756 \\ \hline & \$389.00 \end{array}$$

Terri will receive $389.00 in two monthly payments: 60% of the total monthly allowance, or $233.00, on the 1st of the month, and 40%, or $156.00, on the 16th of the month.

Suppose Terri pays $125.00 a month for rent on her one-bedroom trailer. The Welfare Department figures that she will have to pay, in addition, about $169.00 for fuel oil, bottled gas, and electricity. They also figure her telephone will cost about $7.00 per month if she makes no long-distance calls. These figures are called the allowance within the budget, and when totaled, are Terri's shelter costs for the month.

$$\begin{array}{rr} & \$125.00 \\ & 169.00 \\ + & 7.00 \\ \hline & \$301.00 \end{array}$$

Terri's shelter costs of $301.00 are greatly above her ANFC shelter allowance of $116.00 per month. Since her shelter costs are so high, Terri's caseworker considered her a "shelter hardship" case, and deducted the difference between her costs and her allowance, or $185.00 from her gross income:

$$\begin{array}{rr} & \$389.00 \\ - & 185.00 \\ \hline & \$204.00 \end{array}$$

*The amount of ANFC assistance and/or food stamp allotment a person receives is based on family size and individual circumstances. Periodically, both the ANFC and the food stamp eligibility standards are reviewed and revised. All the figures provided are subject to change.

UPDATE

My job search finally ended in the New Hampshire CETA office. CETA (the Comprehensive Employment and Training Act) is a federally funded organization that helps people find training jobs and pays them while they learn. They started me in a job as a receptionist in a community services agency. The people I worked with taught me how to use those telephones with several buttons and how to schedule appointments and do simple bookkeeping. I also learned how to use office machines such as a Xerox machine, a calculator, and a dictaphone. The training organization paid for a typing course for me too, and I learned to type 50 words per minute. My typing teacher was careful to show me the correct form for letters and memos and other kinds of business mail.

After my training period ended, they promoted me to a full-time secretarial position. I guess my bosses are happy with my work, because I've already had two raises.

I like my work, and I really like the sense I have now that I can manage on my own. But, until 3 months ago, I was pretty lonely. You don't have much fun when you have three kids and no money for sitters or anything. But then, last Christmas, I met Jim. He came to fix the furnace in the trailer on Christmas Eve when we lost all our heat and it was 15 below. He was so nice and funny that he turned a really awful experience into something we could laugh about. Somehow, he wound up staying for supper, and we've been going out ever since. About a month ago, Jeannie proposed to him--with the other two cheering her on. And last week, he made it serious--he asked me if I would marry him this summer.

I don't have any doubts about Jim. I really care about him. But we've both been married before, and neither of us wants to make the same mistakes twice. Before I marry Jim, we have to talk about our future lives and figure out how we can get the things we want. Jim's ambitious. He wants to start a business selling and installing wood stoves and wood/oil furnaces. But I want a career, too. I've been planning to go back to school--to study to be a registered nurse. I think I can do the schoolwork now that I've got my life together. And the kids have needs, too, which we have to consider. We'll have a family conference and figure out if we can manage to make everyone reasonably happy.

MELISSA

Once upon a time in the State of New Hampshire there lived a woman named Melissa. Melissa married a man several years older than herself a year after she graduated from high school. During that year she worked as a typist at Alice Peck Day Hospital in Lebanon. Melissa met her husband, a salesman for a surgical supply company, at the hospital, married him six months later, and moved to Claremont to be near his job.

Henry, Melissa's new husband, didn't want her to work. He felt that it was his place to earn a living and that Melissa's role was to create and maintain their home. So, in the months before their first child was born, Melissa spent many happy hours decorating and furnishing their home.

After the baby came, she was even busier and happier. There was so much to do for the baby that she never felt bored, even when Henry was away on selling trips to other New England States.

In the next four years, Melissa gave birth to two more children. Henry was doing very well at his job, receiving yearly raises as well as two promotions. He bought a house for Melissa and the children, and, as in the first year of their marriage, Melissa happily painted, papered, and arranged furniture. She kept the new home spotless and became an excellent cook. She took on most of the responsibility for raising the children. When the oldest child, Kenny, started first grade, Melissa joined a car-pool and began attending PTA meetings.

Henry was very proud of Melissa. He bragged to his friends about what a great little homemaker she was, and that he had the prettiest little woman in the State for a wife. Melissa did take pains to always look nice for Henry when he was at home. She was glad that he was happy with her and that he enjoyed his home.

As all three children entered school, Melissa found herself with less to do. Now she had time to pursue interests that had been largely ignored when the children were very small. Melissa took up fine needlework again and began to gain quite a reputation for herself as a seamstress. When her daughter, Jackie, began to show an interest in learning to sew, Melissa was delighted to teach her.

Henry saw to it that Melissa's life didn't revolve solely around their home. At least once a week, they went out together to dinner or a movie. Sometimes they attended company social functions together, and once or twice, Melissa went with Henry to surgical suppliers' conventions. But the meetings bored her, and she worried about the children left at home with a babysitter. So she didn't go again. Henry was proud that she was such a good mother.

Sometimes, Melissa worried that she might become a boring wife if all she could talk about with Henry was children and home problems. Of course, she kept up with the news and read all the latest books, and she was always interested in his career. But she felt it wasn't enough. So she became involved in church work, teaching a Sunday school class and singing in the choir. Henry took religion seriously, so he was pleased that Melissa was interested in the church.

WRITE-A-LIFE

On this page, write a story about a woman's life from age 18 to age 40. Make your story as realistic as possible. It should not be a fantasy of what a dream life would be like, but rather a story about women's lives as you have learned about them, both in this curriculum and through your own experience.

Once upon a time, in the State of New Hampshire, there lived a woman...

And she lived _____ ever after.

THE END

 "END OF DOCUMENT"